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**STATE
ACCREDITATION
of HIGH SCHOOLS**

**Practices
and Standards
of State Agencies**

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HEALTH, EDUCATION, AND WELFARE**

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Contents

FOREWORD	Page 1
INTRODUCTION	3
Purpose and Scope of the Study	3
Point of View	3
Sources of Information	4
Limitations of the Study	4
Previous Studies	5
DEVELOPMENT AND PRESENT STATUS OF HIGH- SCHOOL ACCREDITATION	6
Historical Background	6
"Accreditation," "Standardization," and "Approval"— Meaning and Usage	8
State Agencies Which Accredite or Approve Schools	14
Classification of Accredited Schools	15
Provisionally or Conditionally Accredited Schools	21
Types of Schools Approved or Accredited by State Agencies	23
Methods Used by State Agencies in Accrediting Schools	24
Extent to Which High Schools Are State-Accredited	30
STANDARDS IN EFFECT IN 1954	32
Administration and Supervision	33
<i>Philosophy and Objectives</i>	33
<i>Supervision by the Principal</i>	36
<i>School-Community (Public) Relations</i>	36
<i>Financial Support by Local Community</i>	37
<i>School Morale</i>	37
<i>Units of Instruction Required for Graduation</i>	37
<i>Promotion, Marks, or Grades</i>	38
<i>Military Service Credit, and the High-School Equivalency Certificate</i>	38
<i>Miscellaneous Items</i>	39
Internal Organization of Accredited Schools	39
<i>Minimum Length of the School Year</i>	39
<i>Length of the School Day</i>	40
<i>Length of Class Period</i>	40
<i>Minimum Number of Teachers</i>	41
<i>Minimum Number of Pupils</i>	42
<i>Maximum Teaching Load</i>	43
<i>Pupil-Teacher Ratio</i>	44

Internal Organization of Accredited Schools—Continued	Page
<i>Class Size</i>	44
<i>Pupil Load</i>	45
<i>Records and Reports</i>	46
<i>Rating of Supporting Elementary Schools</i>	46
<i>Admission or Transfer of Pupils</i>	47
The Staff	47
<i>Preparation of Teachers</i>	47
<i>Qualifications of the Principal</i>	52
<i>In-Service Education and Professional Growth</i>	52
<i>Stability of Staff</i>	53
<i>Nonprofessional Personnel (Custodial and Clerical)</i>	53
Program of Studies	54
<i>Subjects Required of All Pupils</i>	54
<i>Specified and Suggested Curricula or Curriculum Patterns</i>	55
<i>Meeting Pupil Needs Through the Instructional Program</i>	56
<i>Correspondence Courses</i>	58
<i>Pupil Activities Program</i>	59
<i>Guidance</i>	60
School Plant, Equipment, and Supplies	60
<i>Instructional Equipment and Supplies (Including Laboratories)</i>	62
Libraries	64
TRENDS IN STATE HIGH-SCHOOL STANDARDIZATION	67
SUMMARY	72
BIBLIOGRAPHY	75
APPENDIX 1. Documents Used in the Development of This Study	77
APPENDIX 2. State Personnel Who Provided Information for This Study	79

Foreword

FOR MORE than half a century the accreditation or approval of secondary schools has been an important function of State departments of education or, in some States, of the institutions of higher education. Accreditation developed primarily out of the desire of State institutions of higher education for assurance that the increasing number of high schools sending them graduates were adequately preparing their students for college. Since there is no central governmental agency exercising control over the programs of the schools as is the case in many countries other than the United States, State educational agencies found it necessary to set up certain requirements or standards to bring about some uniformity in the kind and quality of educational opportunities provided by the public high schools.

State accreditation of a high school is an attestation by the State agency that that school meets the criteria for a good school which the agency has adopted, and is one whose college-preparatory graduates may safely be accepted without examination by institutions of higher education. Preparation for college is no longer, however, the major emphasis of accreditation programs. Most such programs stress the need for constant improvement of educational opportunities for all pupils; they encourage schools to study their communities and their pupils and to develop programs in terms of their own needs.

A major study of State standards of accreditation has not been made by the Office of Education for more than 20 years. It was thought, therefore, that a comprehensive survey of such standards at this time would be helpful to State boards of education and State departments of education in planning revisions of their standards as well as to students and others interested in school administration. The present study is an attempt to analyze and summarize the standards of accreditation and procedures used in the 48 States.

The Office of Education wishes to make acknowledgment of the invaluable help provided by secondary education staff members of State departments of education and by representatives of other State accrediting agencies who supplied material and made suggestions for improvement of the preliminary draft of the manuscript for this bulletin.

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Introduction

PURPOSE AND SCOPE OF THE STUDY

Accreditation practices and the standards used to accredit secondary schools should reflect the best we know about secondary education if they are to serve a real purpose. To this end, responsible State agencies are constantly reexamining and revising their practices and their standards. The present study is designed to make it possible for all States more easily to examine their standards and accreditation practices in the light of what other States are requiring and recommending. Although the study was already underway, it was given an impetus when the Study Commission of the National Council of Chief State School Officers indicated an interest in it because of its plans to set up recommendations to States concerning accreditation.

Accreditation practices and the standards by which schools are accredited are reported in this publication. Treated briefly are the historical development of standards, the meaning of standardization and accreditation, the State agencies which accredit, and the methods they use. Some 30 standards are then discussed and examples are included of typical statements as well as of some that possibly are indicative of trends even though they are not typical. The content of some of the more frequently recurring qualitative standards, such as the school program and preparation of the staff, is analyzed.

Standards themselves are often minimum requirements; schools are urged not to be satisfied with their attainment, but to go beyond them as fast as physical resources and circumstances permit. Frequently the State department of education accompanies its standards or minimum requirements with recommendations or goals which it believes the school should strive to attain. These recommendations are reported in the present study whenever feasible.

POINT OF VIEW

An *accredited* high school is one upon which a stamp of approval has been placed by the accrediting agency. The school is therefore an *approved-school*. *Accredited*, however, was the term used in the early days of standardization to signify that a school met standards which entitled it to send its graduates to college without examination, and it is the term the Office of Education has used in its publications over the years to refer to such schools. While the purposes of present-day standards are much broader than that for college-admission, high schools which meet standards still receive that same recognition, and it is within this frame of reference that this study has its genesis. Also, it is entirely possible that a school might be approved without being accredited; it is not conceivable that a school could be accredited without being approved.

For these reasons *accredited* is the term most frequently used in this document. When *approved* occurs, it is in the sense of accredited unless noted otherwise, as, for example, "approved for the receipt of State funds."

SOURCES OF INFORMATION

Many State departments of education publish manuals or handbooks setting forth their standards for accrediting or approving high schools, furnishing information about current policies and regulations, and making recommendations for improved practices. Other States issue their standards separately, some in printed form, some mimeographed. A majority of the statements of standards are full and complete explanations of the States' requirements. A few are brief statements of 1 to 3 pages of minimum board requirements. By and large these standards, or the handbooks in which they are incorporated, are recent revisions, only 7 of them predating 1950, and 19 showing publication dates of 1953 and 1954.¹

Forty-four States supplied statements of standards, printed or mimeographed, brief or extensive. Connecticut, Rhode Island, and Utah have no current statement of standards, but approve schools on the basis of their meeting legal requirements for participation in State funds; Iowa does not have its standards formally compiled in one document. Each of these States submitted pertinent data which are reported in the present study.

A preliminary draft of this document was sent to each State-approving agency for correction and comment. Following revision of the manuscript in the light of suggestions received, a summary table (table 5) was submitted to States for checking. Here an attempt is made to distinguish between items included in formally prepared statements of standards and those which are legal or State board requirements not so included.

Much helpful information which was received through correspondence with State directors of secondary education and other representatives of State-approving agencies has been incorporated in appropriate sections.

LIMITATIONS OF THE STUDY

A number of States have standards for the several types of schools—junior, senior, 4-year, and 6-year. (See table 3.) This study is confined to standards for the 4-year high school or for grades 9 to 12. In two instances in which State standards are directed to the 3-year senior high school, they have been translated into their 4-year equivalents for uniformity.

The study includes reference to State laws bearing upon accreditation or standardization only as the substance of such laws is incorporated in the published accreditation standards, or when States have informed

¹ See appendix for list of materials used in the study.

the writer they are an integral part of accreditation or approval requirements. While every State was given the opportunity to report statutory requirements not included in the standards, all may not have done so.

It was not deemed practicable to include every different item to be found in the States' standards. The most frequently recurring ones, therefore, have been summarized, and some which occur infrequently are listed in a miscellaneous category.

PREVIOUS STUDIES

Over the past years several significant studies have been made which furnish the background information for a brief treatment of the earlier years of State accreditation of high schools and for comparing developments. Henderson² in 1912 reported a study of the trend toward admission to college by certificate, which marked the beginning of the accreditation of high schools. He gives year-by-year developments from 1871 through 1910. In 1918 Manahan³ studied State classification and standardization of high schools and presented the first systematic analysis of standards in use in the States.

The next two studies came 10 years later. Troxel⁴ in a volume on State control of secondary education included an analysis of the prevailing standards for classification of high schools, and Henry H. Hill⁵ presented an historical account of the development and trends in State high-school standardization, giving a composite picture in tabular form of State high-school standards as they existed in 1929. A dissertation by McVey⁶ in 1942 presents a detailed treatment for the States comprising the North Central Association's territory. The most recent nationwide study discovered was that made by Wardlaw⁷ in 1948, who examined procedures and standards of accreditation preliminary to the revision of Missouri's system of accreditation.

There should also be mentioned the Office of Education's periodic publications entitled "Accredited Secondary Schools in the United States" first issued in 1913, which in their introductions give information about the current status of accreditation, as well as its study of accrediting practices made in 1932 as a part of the National Survey of Secondary Education. These and other pertinent studies are included in the appended bibliography.

² Henderson, Joseph L. *Admission to College by Certificate*. Doctor's Thesis, 1912. New York, Teachers College, Columbia University. (Contributions to Education, No. 50) 171 p.

³ Manahan, John L. *State Classification and Standardization of High Schools*. Master's thesis, 1918. Cambridge, Mass., Harvard University. 243 p. ms.

⁴ Troxel, Oliver L. *State Control of Secondary Education*. Baltimore, Warwick and York, Inc., 1928. 232 p.

⁵ Hill, Henry H. *State High School Standardization*. University of Kentucky, College of Education. Bulletin of the Bureau of School Service, vol. 2, No. 3, March 1930. 96 p.

⁶ McVey, William E. *Standards for the Accreditation of Secondary Schools*. Doctor's Thesis, 1942. Chicago, University of Chicago. 216 p.

⁷ Wardlaw, H. Pat. *A Proposed Plan of Classification and Accreditation of Missouri Public Secondary Schools*. Doctor's Thesis, 1948. Columbia, University of Missouri. 231 p. ms.

Development and Present Status of High School Accreditation

HISTORICAL BACKGROUND

The beginnings of a system of high school accreditation were introduced in 1871 by the University of Michigan. Michigan, the only institution of any size not having its own preparatory department, became interested in devising a means for bringing the high schools of the State into closer connection with the university. Following notice to schools, the preparation of questions to be answered by them, and inspection of the work of interested schools by members of the faculty, the university notified the high schools of four cities that "for the present year students will be admitted to the university on their certificates stating that they have studied all that is required for admission and are qualified to enter." Thus the accreditation of high schools was begun.⁸

Traditionally colleges had been obtaining their students through entrance examinations except for those who were trained in their own preparatory departments. With the spread of the public high school and the increase in numbers of pupils wanting a college education, colleges were besieged by applicants who were graduates of these high schools, but who lacked some of the traditional classical subjects considered necessary for college entrance. At the same time, colleges were interested in increasing their enrollments; they looked for better ways of selecting and transferring young people from secondary school to college.⁹

Following closely upon Michigan's adoption of a plan for accrediting high schools, the Indiana State Board of Education in 1873, pursuant to a recommendation of the board of trustees of Indiana University, sent a circular letter to the presidents of school boards and superintendents of schools for the purpose of determining what schools were qualified to perform the work of a preparatory department of the university. The board then empowered superintendents of the selected schools, thereafter known as "commissioned" high schools, to examine students to ascertain their fitness to enter the university. Thus Indiana became the first State in which the accreditation of high schools was conferred upon the State board of education. "It should not be overlooked," says Henderson, "that the President of the university was a member of the selecting board."

⁸ Henderson, *op. cit.*, p. 51.

⁹ Cooperative Study of Secondary School Standards. Evaluation of Secondary Schools. General Report. Washington, D. C., The Cooperative Study, 1939, p. 1-2.

Over the next several years other Midwestern States, notably Minnesota, Missouri, Iowa, Ohio, Illinois, and Wisconsin, began to introduce and expand provisions for admission of students to State universities. It was in the Middle West that strong, well-organized State systems grew up and, according to Hill, it was the development of strong State systems of public education that fostered standardization of high schools.¹⁰ The year 1884 saw the beginnings of admission to the University of Texas on certificate of graduates of "all high schools, public and private, which may conform to the system of the university," and the same year the University of California began to accredit high schools and to admit students on certificate.¹¹

The first step toward a State university's recognizing graduates from high schools in other States was taken by the University of Michigan in 1883, which, because it could not possibly visit the out-of-State schools from which graduates were requesting admission, solved the difficulty by admitting students on probation upon recommendation of the principal who was required to assume "the entire responsibility for the proper preparation of such students."¹² Minnesota met the same problem by providing that schools in other States accredited by their own State universities might certify students to the University of Minnesota.

In general, in the first several decades of accreditation and admission on certificate, the initiative was with the State university. But high schools were growing in numbers and importance, academies and preparatory departments were dropping by the wayside, and the public schools as represented by the high schools and the State departments were becoming more and more powerful and thus in a position to take from the university some of its powers of inspecting and accrediting. As early as 1893 Minnesota appointed an inspector of schools not connected with the university. In 1910 Iowa abolished university accreditation, turning it over to the State department of education.¹³

State Department vs. State University

Hill recognized two main issues which have been fought out between the universities and high schools: first, which shall accredit or standardize, the university or the State department of education; and, second, shall the university determine what shall be taught in the high school or shall the high school determine its own curriculum. Concerning the second he reports "a strong trend (1929) to allow the school to teach what it will." The first had been decided in favor of the State board or State department as early as 1925, when according to an Office of Education

¹⁰ Hill, *op. cit.*, p. 14.

¹¹ Henderson, *op. cit.*, p. 68 and 141.

¹² Henderson, *op. cit.*, p. 62.

¹³ Hill, *op. cit.*, p. 12.

report ¹⁴ the State board or the State department was the sole accrediting agency in 34 of the 47 States having a system of accrediting, and shared responsibility in 7 States, leaving only 6 States—Arizona, California, Colorado, Kentucky, Nebraska, and Wisconsin—in which accreditation of public high schools was entirely in the hands of State institutions of higher education.

Hill reported that in 1929 there was only one State, Colorado, in which the State department had nothing to do with standardization. Now in that State (effective July 1, 1952) the State Department of Education, at the request of the university, has assumed the duties, responsibilities, and services of the accreditation program which the University of Colorado had been performing for more than 55 years. However, as shown in a succeeding section, there are still two States in which the State University is the accrediting agency: The University of California accredits schools in that State for purposes of admission on certificate to State institutions of higher education; the University of Michigan accredits Michigan schools for the same purpose and provides consultation services. The latter is held by the Bureau of School Services of the University to be its primary purpose. The State department of public instruction in each of these States *approves* schools for the receipt of State money.

"ACCREDITATION," "STANDARDIZATION," AND "APPROVAL"— MEANING AND USAGE

In the first several decades of State accreditation of high schools the period during which the universities had the major responsibility—"accredited" was used by them to designate those schools whose graduates were eligible to enter the State university on certificate. Lists of accredited schools were published in the universities' catalogs. State departments or State boards of education performing the inspectorial and approving function during that period generally used the term "approved."

In the Office of Education's list of accredited secondary schools for 1915,¹⁵ for a third of the States a typical heading is "Approved by the _____ State Board of Education and accredited by the University of _____" or in a few instances "affiliated with." In no instance is found the expression "approved by the university." At the same time "approved" is the term most frequently used with the 24 States in which the State board or State department was mentioned; "accredited by" the State department or State board appears for only 3 States.

¹⁴ U. S. Department of the Interior. Bureau of Education. *Accredited Secondary Schools in the United States*. Washington, U. S. Government Printing Office, 1925. 119 p. (Bulletin 1925, No. 11.)

¹⁵ U. S. Department of the Interior. Bureau of Education. *Accredited Secondary Schools in the United States*. Washington, U. S. Government Printing Office, 1915. 106 p. (Bulletin 1915, No. 7.)

By 1925, however, the use of "accredited" when referring to State department action was becoming fairly common. A heading typical of a third of the States in the bulletin for that year reads, "Accredited by _____ State Board of Education and Accepted by the University of _____." Since there is no explanation of the forces bringing about the change in wording we can only guess that it reflects changes resulting from the abandonment by many of the State universities of much or all of their accreditation function and the assumption of both the function and the terminology by the State Department.

At the present time, 25 States use the term "accredit" only or primarily in their programs of approving high schools; 16 States, including all of those in New England, and Iowa, Louisiana, Maryland, Nevada, New Jersey, Ohio, Pennsylvania, Tennessee, Utah, and Wisconsin, speak only or primarily of "approved" schools. Illinois, because of established legal phraseology refers to its schools as "recognized"; Indiana still uses "commissioned"; New York "registers" its schools; Oregon uses "standardized"; and Minnesota, West Virginia, and Wyoming use "classified." Graduates of high schools so designated whose preparation meets the entrance requirements are admitted without examination to the State institutions of higher education in their respective States.

Standardization is the process of bringing schools into conformity with certain minimum requirements imposed by the State board or State department of education. Its purpose is to permit pupils to transfer from one school to another with assurance that the continuity of their education will not be seriously affected. To receive State aid or to be permitted to accept pupils from other districts on a tuition basis a school must meet certain standards. As early as 1918, Manahan wrote that because many schools "are offering less than 4 years of high-school instruction and are sending their graduates to schools of a higher grade, most States are making an attempt to standardize the work of the various grades of high schools, so that the work of each successive year will be approximately of equal value regardless of whether such work is taken in a school offering 4-year courses or one offering but 2-year courses only."¹⁰

Even though in earlier years *accredited* was used primarily to designate those schools which were of a desirable standard in relation to college entrance requirements, and were equipped to prepare in full for entrance to college, current usage is not so limited. In general, those States which standardize schools of various grade levels use the same terminology for each. This is especially true in States which standardize on a system-wide basis. For example, Louisiana and Tennessee "approve" both elementary and secondary schools; Florida, Mississippi, Missouri, North Carolina, and Texas, "accredit" both elementary and secondary schools;

¹⁰ Manahan, *op. cit.*, p. 6.

Minnesota "classifies" both elementary and secondary schools; Oregon's elementary, as well as its secondary schools, are listed as "standard."

Should State agencies accredit or merely approve?—The view has sometimes been expressed that the term "accredit" should be reserved for use by regional accrediting agencies, that State agencies rightly "approve" rather than "accredit" schools. A representative of one of the regional associations has written: ¹⁷

I believe that the term "accreditation" should be reserved for the actions and processes of regional associations so that it will be applied to schools which are giving a higher quality of service than is required to meet minimum standards. If State agencies carry out a similarly differentiated evaluation then the process which identifies the better schools might well be referred to as "accreditation" in those cases also. If efforts are directed to support such use of the term secondary education will be helped. Schools will then not be able to advertise that they are "accredited" when they have only met minimum standards which, in some cases, are admittedly low.

Because State agencies do vary so widely in the comprehensiveness and specificity of their standards, and because some of them do "accredit" schools which meet the requirements of the minimum statutory program only, it was thought desirable to ascertain the views of spokesmen for the State agencies on the above position. Representatives of 42 State agencies reacted in varying degrees of intensity. Roughly the positions taken and representative comments are as follows: 13 States favor the use of *approve* by State agencies, leaving *accredit* to regional and national agencies.

KANSAS.—I am in agreement that there would be some value in using the term "approve" for State agencies and reserving the term "accredit" for the regional associations. We have not been careful about this matter in the State of Kansas but we intend to give it some consideration.

NEW JERSEY.—We have been endeavoring in New Jersey to encourage the schools to use the word "approved" in connection with the listing by the State board of education. We are customarily limiting the word "accreditation" to apply to the listing by the Middle States Association.

OREGON.—We have reserved the term "accreditation" for the work of the regional accrediting association and have designated schools that are approved by this Office as being "standard." . . .

I don't believe I would agree that schools that are members of the accrediting association must meet higher standards than those established by the State board of education, or that the accrediting association recognizes schools of exceptional quality. I believe that the minimum requirements for the standardization program in Oregon are about equal with those of the regional accrediting association. Furthermore, the Northwest Association makes no differentiation among its members. The school that gets by with meeting the minimum requirements receives as good "accreditation" as the outstanding schools that are accredited.

¹⁷ R. D. Matthews, chairman, Commission on Secondary Schools, Middle States Association of Colleges and Secondary Schools.

- 2 States might be willing to accept the stated position if it would serve to eliminate confusion.

ARIZONA.—I see no particular reason for there being any difference in accreditation by a regional accrediting association and the State department of education. However, I would have no objections to designating the State department action as approval if it would help to standardize the use of the terms.

- 1 State uses "approval" for all its schools and does not favor gradations of schools.

MARYLAND.—The public-school laws of Maryland relating to the grading and standardizing of high schools make use exclusively of the term "approval."

I believe there would be strong objection among schoolmen in this State to the use of terms which presume to differentiate the quality of the high schools, assigning to some a term which connotes minimum standards and to others higher standards. . . . We think that to designate some schools as having reached maximum standards and others as operating on minimum standards would have a deleterious effect upon the morale of the school and the status of the school in its own community.

- 5 States see no difference in the terms, saying it is a play on words, or that they do not like the implication that *accredit* has a higher meaning than the term used in their State, or that no agency has a monopoly on terms.

MISSOURI.—In Missouri we like to think of approval and accreditation as being, in a sense, synonymous. In a sense, they are also synonyms with the term classification, because all classified schools (A, AA, or AAA) are also approved and accredited, whereas unclassified schools are neither approved nor accredited. Personally, I see no reason for any quarrel over the use of the terms.

- 4 States use *accredit* for their programs because tradition or usage in the State favors the term.

TEXAS.—We use the term "accredit" rather than "approve" as that is the traditional term used in Texas and we felt that it would be better understood by those involved in the program. I know of no other good reason for holding to the term "accredit."

- 2 States believe that both terms might well be used in a State's program, but that *accredit* should refer to superior programs.

MAINE.—The term "accredited" school should refer to one that has met standards superior to those established for basic approval.

- 4 States use each of the terms to refer to different types, or levels, of schools.

SOUTH CAROLINA.—We use the term "approval" to refer to nonpublic high schools that wish to have the State Department rate them. Those nonpublic high schools that come up to our standards are designated as approved schools. All public high schools that meet our standards are designated as accredited.

SOUTH DAKOTA.—It has been the policy of this Department to use the term "accredited" to apply to all of the schools in the State which meet the minimum standards. We use the term "approved" to apply to those schools offering less

than a four-year program. . . . While "approved" would serve the same purpose [admission to college on certificate] it would be a little difficult to change it so far as South Dakota is concerned since it is part of our law.

- 2 States in which the University is the agency, use *accredit*; the State Department *approves* for tuition and other purposes.

CALIFORNIA.—Inasmuch as the regional accrediting agency in this area, the Western College Association, does not accredit high schools, no distinction between schools accredited by an agency and those accredited by the University of California is now needed. We agree that some such differentiation of terms might be highly desirable in other States. . . . Until some new agency takes over high-school accrediting responsibilities in California, we have an obligation to the principals [who are on record as wanting the term "accredited" continued to be used] to insist on the use of the term "accredited."

- 9 States most of them in the South, say or imply that a State's right to accredit its schools and to speak of them as accredited is a matter of fact and should be so recognized. Excerpts from each of the 9 statements are quoted because of the variety of aspects of the position they present.

ALABAMA.—I believe that we should continue to use "accredit." "Approved high school" would be quite confusing. It would imply that something was lacking.

FLORIDA.—We use the term "accredit" uniformly. . . . Accreditation in Florida is a matter relating to the quality of education, and has nothing to do with State aid . . . which is granted to all public schools on a formula set up in the statutes.

GEORGIA.—If we are to distinguish between the functions of State accrediting agencies and regional ones, I would prefer to say that it is the function of State agencies to accredit. I see no particular reason why accrediting should not be done at both State and regional levels. Accrediting by the State agencies is something more than a recommendation for consideration by a regional agency The distinction between accrediting and approval probably can be made best at the local level and an attempt to provide uniformity could result in a greater degree of confusion rather than in clarifying interpretation.

KENTUCKY.—We believe very strongly in the idea of accreditation of our high schools by the State Board of Education, and we also believe in using the word "accreditation" rather than "approval." . . . Each State in the Southern Association has its own State committee for Southern Association schools. I am a member of that committee. We have adopted as our guide in the matter of so-called accreditation of Southern Association schools the State standards that have been adopted by the State Board of Education [with three exceptions] It is my opinion that the various regional accrediting associations will eventually follow the policies of the Southern Association and not think of themselves so much as "accrediting" organizations but more as organizations that strive to stimulate and encourage better high-school conditions throughout the regions they cover.

MISSISSIPPI.—The Mississippi Accrediting Commission, which is an instrument of the Mississippi Education Association, is charged with the function of accrediting schools. . . . We believe that "key" teachers serving in every area of public education in Mississippi are in better position to accredit schools in Mississippi than any regional accrediting agency could hope to be.

MONTANA.—The word accredited occurs in the law which gives constitutional authority to the State Board of Education to supervise and accredit those institutions which meet the prescribed standards.

As State Chairman of the Committee for Secondary Schools of the Northwest Association, as well as being the officer of the State Department of Public Instruction, which recommends accrediting to the State Board of Education, I maintain that the term accredited should be used exclusively in identifying those schools which meet standards. . . . I believe it would be a violation of constitutional law to deprive the States and their official agencies the right to accredit schools within their jurisdiction and I would protest strictly against the type of thing which would give exclusive right to any unofficial voluntary agencies such as any of the regional associations happen to be.

NORTH CAROLINA.—We prefer the term accredited to that of approval. Schools may operate without being accredited and we use accreditation as a means of stimulating better equipment and teaching conditions.

VIRGINIA.—It has been our policy since 1950 to use only the term "accreditation." . . . In applying the standards, we consider a school either accredited or non-accredited. We use no other word to express the differentiation.

WASHINGTON.—We are in general agreement that we would object to any terminology which might indicate that State accreditation is based on lower standards than those used by regional organizations. Our State standards in Washington are higher on the whole than those of our regional organizations. The word "approve" is not used at all in the State of Washington. The only term we use is "accredit."

Of the 16 States in the first 3 categories listed above which may be said to favor reserving the use of the term "accredit" for the actions and processes of regional associations, all but two are presently using the term "approve" or some word other than "accredit" in their programs. Arizona and Kansas now speak of accredited schools; representatives of both States express a willingness to consider change.

Of the 21 States speaking for "accredit," all except Maine now use that term in their State programs.

It would seem then that in general (1) the States express preferences in accordance with present practices in their States, and (2) that the 42 States are fairly evenly divided as between an inclination to use a term other than accredit for State recognition and a preference for the use of "accredit" for schools so recognized.

Do the 25 State agencies now using the term "accredit" require more than the minimum program of their accredited schools?—Many of the States supplied information which though it does not always give an unqualified answer points to a direction. If the schools are not required to meet accreditation standards in order to operate or to receive State funds, or if there are unaccredited schools in the State, it might be presumed that "accredited" schools do more than meet the statutory requirements for a minimum program. If that assumption is allowed, the following situation exists among the 25 States.

16 of the 25 States do have within their borders high schools which are unaccredited; 9 do not; of the 9, 7 have systems of classifying or warning schools thus granting them emergency accreditation until the deficiency is removed.

22 do not require schools to meet standards in order to operate; 3 do require them to do so.

15 do not require schools to meet standards in order to receive State funds; 4 do require it; for 6 States information was not received.

For the sake of comparison, practices of the 16 States employing the term "approve" were also examined. The picture presented is almost the reverse of the above.

1 of the 16 States has no unapproved schools; 15 have. Of the 15, 2 report more than one level of approval.

5 do not require schools to meet standards to operate; 8 do require them to do so; for 3, no information was received.

1 does not require schools to meet standards to receive State funds; 14 do make this requirement; for 1 no information was received.

In other words, States using "accredit" are more likely to have a program which is separate and apart from the State funds distribution program or the statutory minimum. Whether the standards or criteria established by States using "accredit" are further removed from minimum statutory requirements than are those established by States "approving" schools is a moot question.

STATE AGENCIES WHICH ACCREDIT OR APPROVE SCHOOLS

The State department of education alone or in conjunction with the State board of education is the agency charged with responsibility for approving or accrediting public high schools in 40 of the States. When the responsibility is shared, the State department's function is that of investigating and recommending a list of schools to the State board which then accredits. In 6 of the remaining 8 States—Arizona, Georgia, Mississippi, Nebraska, Texas, and Wyoming—the State department has varying amounts of responsibility; in 2 States—California and Michigan—it has no responsibility for accreditation.

In Arizona, the high-school visitor, a staff member of the University of Arizona, inspects the schools and recommends a list of schools to the State Board of Education, the accrediting agent. The University of Wyoming and the State Department of Education cooperate in visiting and accrediting the State's secondary schools. Four States—Georgia, Mississippi, Nebraska, and Texas—have State accrediting commissions or committees composed of representatives of such agencies and institutions as the State department of education, colleges and universities, high schools, and various educational associations within the State. In Nebraska and Texas, the committee works in conjunction with the State department.¹⁸

¹⁸ In Nebraska, effective Jan. 1, 1965, the State Board of Education, through the Commissioner, will establish standards and procedures for classifying, approving, and accrediting schools.

In Georgia and Mississippi, the accrediting commissions are agencies separate and apart from the State department; they promulgate the standards and finally accredit schools. They do, however, rely on reports of State department of education representatives in making their decisions.

Inspection of the work of public and nonpublic high schools with a view to accreditation is done by a member of the staff of the State University in California and Michigan. The State universities are the final accrediting agencies.

Nonpublic schools

Nonpublic schools are accredited by the respective State universities, or group of institutions of higher education, in the States of Iowa, Minnesota, Missouri, and Wisconsin, as well as in California and Michigan. In Massachusetts, there is no official approving agency for nonpublic schools. In all other States responsibility for approval rests with the State department or State board of education as it does for the public schools. A few States (Connecticut, Maryland, and Oregon) have promulgated special standards for approving nonpublic schools.

CLASSIFICATION OF ACCREDITED SCHOOLS

A number of States provide more than one set of criteria or standards and classify their schools according to the criteria they meet. They refer to these schools then as class A, B, and C, or as First Group and Second Group, or similarly as shown in table 1. Such method enables a State to hold fairly high standards for its urban schools. At the same time it does not penalize small rural schools which because of their smallness and financial condition are unable to meet high requirements for enrollment and size and preparation of staff. If such schools offer an acceptable educational program and are meeting other specified standards, they too may attain accredited status.

In most of these States, the highest class of rating marks the category in which the majority of their high schools are found; that is, while there are sizable numbers of schools in each category (except in West Virginia which rarely makes use of its class II and class III) there are more schools in the highest rated group than in any one of the others. In Indiana, however, the second group rating is slightly more prevalent than the first; and in Missouri, Nebraska, and Tennessee, the mode is definitely class A, with the higher ratings of class AA and class AAA in Missouri, class AA in Nebraska, and A-1 in Tennessee being reserved for the few schools that can meet certain added qualifications. These superclassifications are recent innovations.

Table 1.—States having more than one class of accredited schools

State	Types of classification	Explanation
ARIZONA.....	North Central and class A, class B.	"Secondary schools that fail to meet one or more of the standards . . . may be granted a class B rating, provided the teachers, including the principal and superintendent, meet the requirements for teaching in an accredited high school. . . . Such of their graduates as receive the personal recommendation of the high-school principal will be admitted into full freshman standing in the institutions of higher learning in this State without examination."
ARKANSAS.....	Class A, class B, class C.	"To be eligible for promotion to a higher classification, a secondary school must give evidence of ability to retain the higher classification during the next school year." New schools are rated class C. "To be eligible for promotion to class A, a secondary school must have been on the class B list for at least a year." Regulations are spelled out for each class, with decreasing stringency in requirements from A to B to C.
DELAWARE.....	First group, second group.	"Schools which do not meet the requirements for one group may be certified for a lower group for which they can qualify. Those which do not meet the lowest requirements may be continued for one year only, and will then be reconsidered by the State Board."
INDIANA.....	First-class commission, continuous commission, commission.	Standards differ for staff qualification, length of school year, length of period, and library materials' expenditures.
KANSAS.....	Class A, class B, class C.	All three classes meet all standards satisfactorily; class B and class A require increasing amounts of teacher preparation, and in the case of class A, some additional requirements as to quality of program offered
	Minimum.....	A school which does not meet the specified requirements but which is recommended by the high-school supervisors may be classified as "Minimum" for a period not to exceed 2 successive years.
KENTUCKY.....	Class AA.....	Fully accredited; meeting all requirements.
	Class A.....	Accredited, and meeting substantially all standards.

Table 1.—States having more than one class of accredited schools—Continued

State	Type of classification	Explanation
Kentucky—Con.	Class B.....	Accredited, but deficient in one or more standards on which advice has been given previously and which deficiencies have not been corrected. To continue to be accredited, the school must show significant evidence of taking action to correct deficiencies.
MICHIGAN.....	3-year schools.....	Schools meeting North Central criteria (though not necessarily member schools) are accredited for a 3-year period.
	2-year schools.....	Schools meeting criteria that exceed the minimum but not meeting the highest level are accredited for a 2-year period and visited every 2 years.
	1-year schools.....	Schools meeting minimum criteria are accredited for a 1-year period and visited each year.
MISSISSIPPI.....	Class AA, class A, accredited.	Upon request, any accredited school may apply for A or AA classification. Requirements as to staff preparation, curriculum and instruction, and guidance services are slightly higher in each of the classifications.
MISSOURI.....	Class AAA, class AA, class A.	Standards are increasingly higher and more exacting for class AA and class AAA in regard to requirements for staff, teaching load, guidance services, services for atypical children, and curriculum requirements.
NEBRASKA.....	Class AA, Class A, approved.	For schools seeking special recognition, criteria reveal "a significant rise in the requirements" over class A, which latter are basic for all accredited schools. There are fewer and lower standards for approved schools.
NORTH DAKOTA....	Fully accredited, minor accredited, approved.	Schools are classified as they meet the requirements set up for the respective groups. Requirements for minor accredited and approved schools are lower than for fully accredited schools in several respects.
TENNESSEE.....	Class A-1, class A, class B, class C.	Standards are increasingly higher, especially as regards staff and supervision by the principal, for class A and A-1. Class C is "the minimum rating of an approved school on probation." After 2 years as a C school, it must qualify for a B rating to continue to be approved.

Table 1.—States having more than one class of accredited schools—Continued

State	Types of classification	Explanation
WASHINGTON.....	Initial.....	First type of accreditation is granted with provision for further development of the educational program.
	Standard.....	Meets all minimum standards.
	Special.....	For small high schools unable to meet attendance requirements.
WEST VIRGINIA....	First class.....	Acceptable standards.
	Second class.....	"Fails to meet satisfactorily the standards of a first-class school."
	Third class.....	"Fails to meet satisfactorily several of the standards of a second-class school."
WYOMING.....	Class I.....	Schools which meet or nearly meet North Central Association standards.
	Class II.....	Schools which fall somewhat short of the standards met by class I.
	Class III.....	Schools which offer at least 4 years of acceptable work.

What does classification accomplish?—In order to answer this question States using the system now or in 1941-43, and 2 States—Florida and Texas—which recently completely revised their standards without adopting a classification scheme were asked for their reactions to questions such as these: Does classification make a difference? Is there anything to be gained by lowering the classification of a school? Does reducing a school's classification result in serious hardships for the administrative staff? Why was the system discontinued? (2 States.) When revising standards did the State give any consideration to the use of a classified system? (2 States.)

Of the 13 States using classification that replied to the inquiry, 8 reported that it makes a real and important difference, and 3 that it makes some difference. Delaware reported that it no longer has any real meaning except perhaps to give some indication of the enrollment status and thereby an implication of the probable scope of the program of studies. The high-school supervisor of Mississippi, where the system is of recent origin, is not certain at this time that classification makes a great deal of difference. The hope there is that schools will be evaluated more carefully and that improvements will be made where possible.

Reasons given for classification by the 11 States that find it helpful relate closely to the incentive it provides to school people to improve the quality of their school and to the desire of the community that its schools be among the best.

ARIZONA.—Our difference in classification forms a type of ladder situation wherein a school moves from class B through class A and into North Central accreditation. There is a feeling of accomplishment on the part of the schools

when they reach the highest type. . . . Disapproving or lowering the classification of a school in many instances lends the necessary impetus to a community or school district to see that the school does not remain in the lower classification. In some instances it has caused a little discomfort to the principal or superintendent; in more cases it has given him the necessary leverage to accomplish what the community may have hesitated to accomplish.

ARKANSAS.—Over a period of 20-25 years Arkansas has developed a sort of "accreditation ladder" whereby an unaccredited school might meet a minimum set of criteria and attain a "C" rating. By certain improvements and meeting additional standards the school could climb to a "B" rating and finally to an "A" rating, the maximum accreditation level granted by the State Board of Education. The "accreditation ladder" has been influential in a gradual but steady growth and improvement of secondary schools.

INDIANA.—The people of the State are becoming more and more conscious of the meaning of the State's classification and accreditation system. They are constantly using pressure upon trustees, school boards and superintendents who are exhorted to maintain high educational standards. Through the employment of the classification system, schools are encouraged to work toward higher educational goals and standards. . . . Our experience in Indiana leads us to believe that the people hold the trustees and school boards at fault rather than the school administrators.

KANSAS.—Classification has made a real difference in the State of Kansas, particularly in regard to the physical facilities and materials of instruction which are used in the schools. We would not argue that a better job might not be done by extensive efforts more in the realm of leadership and information, but we can point to several examples that would bear out the fact that it has been effective.

We feel that in many cases there is something to be gained by lowering the classification of a school. . . . This is many times done on the request of the administrator and we are always careful to point out—as the facts warrant it—that the school administrator and the board of education have tried hard for many years to overcome the deficiencies but have been unable to do so because of the community's unwillingness to give adequate financial support.

KENTUCKY.—We have found that the plan of classifying high schools has done much to increase the quantity and improve the quality of our high-school program. We have also found that our school people are in sympathy with the idea and that the same is true of the patrons who support the schools.

The plan of classifying high schools in our State has been an important factor in the consolidation of small high schools into larger centers. . . . Our enrollment requirements, have enabled many of our county systems to have schools large enough to justify the expenditure of money that is necessary to offer a program of work comparable in its breadth and richness to that found in large centers of population.

MICHIGAN.—I am certain that the small schools in Michigan are using accrediting as a lever to get improved conditions from communities and boards of education. In general, lowering the classification is helpful to principals and superintendents in meeting higher standards.

MISSOURI.—We think classification makes a real difference. We think that the idea of classification provides a great deal of incentive for school improvement. Our people seem to reason that milk, beef cattle, and nearly everything else are graded or classified in order that the public may know as nearly as possible the

true worth of that which is available. We think this is similarly true of public education, and that the idea of classification provides a great deal of incentive for school improvement. . . . In most cases in our State the disapproval of a school has given support to former recommendations of the principal or superintendent, which would have led to improvement if the board of education involved had upheld the recommendations made.

NEBRASKA.—We have found over a long period of time that the schools in our State like to have standards to "shoot at" and we know that tremendous improvements have been made in school programs, especially in recent years, pretty largely because of the accreditation and classification program which is in operation in this State. . . . Lowering the classification of a school is something that happens very infrequently. Occasionally, such action might have serious consequences as far as the superintendent is concerned. We find, however, that this is usually not the case.

NORTH DAKOTA.—We feel that classification serves a real purpose in our State. . . . In general, local schools make a tremendous effort to try to reach the highest classification possible. Thus if we did not have a system of classification we would lose much of this local initiative.

Lowering the classification of a school has a direct influence on the principal, superintendent, and teachers since they do wish to be associated with a higher class of school. . . . It does make the superintendent and principal work very hard in order to maintain high standards.

TENNESSEE.—The rules and regulations according to which schools are approved by our Tennessee State Board of Education have been cooperatively formulated by our public-school personnel with the consultative service of the members of our Tennessee State Department of Education. . . . In other words, the rules and regulations have not been imposed from above. . . . Inasmuch as the State Department of Education receives recommendations concerning the initiation of new rules and regulations or the revision of existing rules and regulations from the public-school personnel and the lay public, it is easy to see that classification does serve a real purpose.

WEST VIRGINIA.—I do believe, very strongly that the classification of high schools does make a little difference. We find in West Virginia that schools are very anxious to be put on the classified list, and are willing to do anything within their power to get such a rating. . . . For the most part, I find that the principals and superintendents use the classification of their school as a means of getting things that they ought to have.

Why has classification been discarded or not accepted?—When North Carolina's high schools were organized in the early 1920's they were classified in groups I and II. This was chiefly to designate the length of term: Group I schools operating a minimum of 180 days and group II schools operating a minimum of 160 days. When the State increased the minimum term for all schools to 180 days there was no purpose served in using the original classification scheme. The State Department of Public Instruction feels that the State should not attempt to go into a classification of high schools other than accredited and nonaccredited.

The Florida Department of Education has given several reasons for not classifying schools into categories:

1. Such plan would involve many difficult problems of administration.

2. The up- or down-grading would often turn on the mere matter of facilities and size without respect to the functional quality of the school.
3. Such categorizing would engender many problems of relationships between the State Department and schools and, probably, among the schools themselves.
4. Such categorizing might place emphasis on status rather than process—on what a school *has* rather than what it *does*.
5. Such would not fit into our historic or philosophic orientation.

Texas believes that classifying accredited schools according to excellence would violate the approach it is taking to the approval of schools:

We hope that every school will constantly improve itself and feel that no stigma of being a second- or third-class school should be attached to an entire block of schools within this State. We do warn an accredited school when the school is in violation of standards to a degree that does not justify it being removed from the list of accredited schools. In a sense, this is a type of classification; however, it does not place the burden upon the staff of this agency of analyzing the status of every school district every year, as we reserve this type of designation for schools that we have visited and found to be rather inadequate. Of course, when we find schools that are unable to meet the standards after we have worked with them in a consultative way, we do drop them from our accredited list, but, as far as attempting to classify the body of our accredited schools into first-, second-, and third-class schools, we felt that such procedure would violate the basic philosophy inherent in our new plan of accrediting schools. . . . This trend has been developing in Texas for many years, and it has been more than 25 years since schools were technically divided into several types.

PROVISIONALLY OR CONDITIONALLY ACCREDITED SCHOOLS

Presumably all States which have standards make some provision for granting temporary or provisional accreditation to schools failing in some respect to meet established criteria before removing them from the approved list. The following States set up categories of such schools and specify provisions:

Table 2.—States which provide conditional or probationary approval

State	Type of approval	Explanation
ARKANSAS.....	Advised.....	Lack some necessary quality or standard which they are advised to make up.
	Warned.....	Minor deficiencies have been allowed to persist for a year or more or are serious enough to incur warning. Warned schools may be reduced to a lower classification or dropped, depending on the seriousness of the deficiencies unless their deficiencies are corrected.
COLORADO.....	With advice.....	Have some minor deficiency.
	With warning	Some minor deficiency persisting for second year, or deficiency serious enough to incur warning.

Table 2.—States which provide conditional or probationary approval—Continued

State	Type of approval	Explanation
COLORADO CON.	In abeyance.....	Definite progress must be shown toward removing deficiencies or school will be dropped the following year.
FLORIDA.....	Advised.....	Minor deficiencies should be cleared within a year.
	Warned.....	A school with a major deficiency must show a plan for removing that deficiency and annual progress toward reaching that standard.
IDAHO.....	With advice.....	Deficient on one or more standards which should be corrected.
	With warning.	Advice has been given previously but deficiencies have not been corrected. To continue as accredited some corrective action must take place.
ILLINOIS.....	Probationary recognition.	A warning to make improvements or adjustments as soon as possible.
MICHIGAN.....	Tentative.....	Schools previously classified as 1-year schools but which in any year fail to meet minimum standards are classified "Tentative" and given a year in which to make up deficiencies before being dropped from the accredited list.
MONTANA.....	With advice.....	First notice that school is deficient in one standard.
	With warning.....	When deficiency is not corrected, or in the case of the violation of two or more standards.
	On probation.....	Schools violating two or more standards a second year, or a single standard a third year.
	On final or terminal probation.	Schools granted accrediting for the last time, for such reasons as may be considered proper.
OREGON.....	Standard with advice.	The school has met the minimum requirements "to the extent of the potential of the district at the time of the survey, but certain ultimate adjustments are necessary."
	Conditionally standard.	The school has failed to meet certain fundamental requirements, but the local authorities have agreed to a plan which will remove the nonstandard conditions within a reasonable time.
WASHINGTON..	Probationary....	A previously accredited school failing to maintain minimum standards may be given probationary accreditation for a designated period during which minimum standards must be restored.

TYPES OF SCHOOLS APPROVED OR ACCREDITED BY STATE AGENCIES

Of the 44 States having formalized statements of standards, 43 recognize specifically the 9-12 organization type of school; Pennsylvania bases its standards on grades 10-12. Sixteen States have standards for grades 7-12, and 11 have set up coordinated or integrated standards for grades 1-12 or K-12. A number of States have separate standards for junior high schools, and several have separate standards for elementary schools. The following table shows some of the groupings to be found in the handbooks of these States which recognize more than the regular or senior high school types (grades 9-12 and 10-12) in their standards and includes references to States reporting the approval of types of schools.

Table 3.—States having standards, or adaptations, for types of organization other than grades 9-12 or 10-12, and States which approve elementary and junior high schools

State	Types of organization				State	Types of organization			
	Grades K-12 or 1-12	Grades 1-6 or 1-8	Junior high school	Grades 7-12 or 8-12		Grades K-12 or 1-12	Grades 1-6 or 1-8	Junior high school	Grades 7-12 or 8-12
1	2	3	4	5	1	2	3	4	5
Alabama.....				x	New Jersey.....			r	
Arkansas.....		x	x	x	New Mexico.....			x	x
Connecticut.....			a		New York.....			s	x
Delaware.....			x	x	North Carolina.....		x	r	
Florida.....	i	s	s		North Dakota.....	pi	x	x	s
Georgia.....		x	r		Ohio.....			s	x
Illinois.....				x	Oklahoma.....		a	x	
Indiana.....	i	s	s		Oregon.....		x	s	x
Kansas.....		a	x	x	Pennsylvania.....			s	x
Kentucky.....			s	x	Rhode Island.....			a	
Louisiana.....	i	s	s		South Carolina.....			x	
Maine.....			x	x	Tennessee.....	i	s	r	s
Maryland.....		a	s	x	Texas.....	i	s	r	
Minnesota.....	i	s	s	q	Utah.....		s	s	
Mississippi.....	pi	x	s		Vermont.....		a	s	x
Missouri.....	pi	x	r		Virginia.....			r	
Montana.....		a	r		West Virginia.....		a	r	x
Nebraska.....	pi	x	r		Wisconsin.....	i	s	x	
Nevada.....		s	r		Washington.....			x	
New Hampshire.....		a	s	x	Wyoming.....			x	

Code explanation:

- i—Integrated standards cover all grades K-12 or 1-12
- pi—Standards for the 12 school years are partially integrated.
- x—Separate standards are provided for this type of organization.
- s—Specific attention is given to these grades in the integrated standards or in the standards for grades 7-12.
- r—Regular high school (grades 9-12) standards or a combination of elementary and high-school standards are used in approving junior high schools.
- a—State Department reports it approves these schools, but no standards were submitted.

METHODS USED BY STATE AGENCIES IN ACCREDITING SCHOOLS

Methods of examining schools for accreditation have changed little over the years. It will be recalled that when the University of Michigan launched its program of accreditation for the purpose of admission of high-school graduates on certificate, it asked for a report from the schools seeking such status and followed this with visits to the schools by members of the faculty. Reports required of the schools varied among institutions, but in general by 1910 they covered (a) buildings, equipment, libraries, laboratories, references; (b) school organization, grades, number of pupils; (c) preparation and number of teachers; (d) course of study; and (e) support of school. Inspection of the work of the schools was soon transferred from a committee of the faculty to an inspector of high schools or high-school visitor appointed especially for that purpose. Of these inspectors Henderson wrote,¹⁹

The universities send their representatives not only to look into, but to aid and encourage the schools. The higher institutions are expected to gain knowledge concerning the schools and to render assistance through visitation. The efficient high-school visitor is a mediator and advisor and not a dictator.

Henderson named the duties that a high-school visitor might be called upon to perform: visitation of classes; making of addresses to pupils, to teachers, and to the public; meetings and consultations with school boards and prominent citizens; and consultations with teachers, principals, and superintendents with reference to courses of study, methods of teaching, and school organization.

Visitation by special inspectors connected with the higher institutions generated opposition and by 1910 the trend toward transferring inspection from university faculties to State departments and State boards had begun.²⁰

While not all States began their program of accreditation as did the University of Michigan, most of them soon saw its advantages. Indiana, for example, which originally had not required visitation issued a mandate in 1888 that no high-school commission may be granted except on a favorable report in writing, to be made to the State board of education, by some member of the State board who shall be designated by it to visit the high school in question.

Currently the method of accrediting most often followed by the States requires each school to submit an annual report which the State department then reviews and on the basis of which it makes a recommendation to the State board of education, the final accrediting agent. In most States there is no period prescribed for school visitation by a representative of the accrediting agency; States report that visits are made ~~as~~

¹⁹ Henderson, *op cit.*, p. 119.

²⁰ Henderson, *op. cit.*, p. 96.

often as possible," or some other more or less flexible arrangement is followed. In several States visits must be made before the initial rating and thereafter only before a reclassification or when a school is having difficulty in meeting standards. In a few States visits are made annually. Table 4 reports the current practices of State accrediting agencies as reported to this office.

Some examples of methods in use when accreditation is by—

1. A STATE DEPARTMENT OF EDUCATION

MISSOURI.—All public schools are classified and accredited every year by the State board of education on the basis of the information contained in their annual reports and application as well as on the recommendations of the visiting supervisor and other members of the State department of education. The renewal of classification and accreditation is dependent chiefly upon the proper completion and forwarding of all annual report forms and upon the recommendations of the area supervisor made as a result of one or more reevaluations during the year.

Following notification of the establishment of new schools a member of the State department of education will visit such new or reorganized district, meet with the board of education, cooperate in the planning of adequate educational facilities and advise the board concerning classification and accreditation.

VIRGINIA.—By October 15 the principal must submit his preliminary annual report and statement of plans for the development of the school. At close of school year principal must submit the final annual report and statement of progress made toward realization of plans. Accreditation by the State board of education is made on the basis of an analysis of the reports submitted by the principal and information obtained by visiting supervisors.

Accreditation is for the school year following that for which the reports are submitted, "provided that the State board of education may require immediate corrective action where subsequent reports or examinations reveal significant deficiencies."

2. A UNIVERSITY

CALIFORNIA.—Accreditation applies only to the college-preparatory function of a high school. The school must have a graduating class in the year in which it applies for accreditation. Upon receipt of application, a member of the university staff visits the school to observe the facilities and conditions. The necessary records of graduates are collected and applied to statistical tables. Once accredited, a school remains in that status until evidence is shown that it has fallen below any of the standards at which time an investigation is made.

3. AN ACCREDITING COMMISSION

GEORGIA.—Application should be made to the commission by December 1 for accreditation for the ensuing school year. The commission meets annually and passes upon the lists of accredited high schools and elementary schools for the next school year. In determining the rating of a school, the Commission considers the application filed with the Secretary, the reports of the Secretary and the area representative of the State department of education, and the reports of institutions of learning of a higher level.

Besides the required procedure, several States suggest or recommend to the schools a program of self-evaluation and usually suggest use of the *Evaluative Criteria*.²³ For example, the Mississippi Accrediting Com-

²³ Cooperative Study of Secondary School Standards. *Evaluative Criteria*. 1950 Edition. Washington, D. C., The Cooperative Study, 1950. 806 p.

Table 4.—Methods used by State agencies in accrediting schools

State	Materials required to be submitted	Schools visited	Accreditation		Number of years for which accredited
			Recommended by	Made by	
1	2	3	4	5	6
ALABAMA.....	Annual report.....	Attempt every 2 years.....	State department.....	State board.....	1.
ARIZONA.....	do.....	Following application; attempt once every 2 years.	High-school visitor and committee.	do.....	1.
ARKANSAS.....	do.....	Before initial accreditation and before promotion to a higher classification.	State supervisor.....	State department.....	1.
CALIFORNIA.....	Application.....	Following application.....			
COLORADO.....	Annual report.....	Following application. "May expect to be visited any time during the school year."	State director of accreditation.	State university.....	(1).
CONNECTICUT.....	None.....	(?).....			
DELAWARE.....	Annual report.....	Annually.....	State department.....	do.....	2.
FLORIDA.....	do.....	No visits directly related to accreditation.	Assistant State superintendent.	do.....	1.
GEORGIA.....	Annual application.....	At least once each year.....		State department.....	1.
ILLINOIS.....	Annual report.....	Biennially.....		Georgia Accrediting Commission.	1.
INDIANA.....	do.....	Once every 3 years.....	State department.....	State board.....	1.
IOWA.....	do.....	As often as possible.....	Committee on recognition.	State superintendent.....	1.
		Attempt once every 2 years.....	State director of school inspection.	State board.....	
			State department.....	do.....	1.

	As often as possible.	State high school supervisor.	State superintendent.	(1). Until changed.
KANSAS.....	do.	do.	State superintendent.	(1).
KENTUCKY.....	do.	do.	State board.	1.
LOUISIANA.....	do.	Initial visit upon request of local board; flexible thereafter.	State department.	1.
MAINE.....	do.	Before initial rating.	Commissioner of education.	1.
MARYLAND.....	do.		State department.	(1).
MASSACHUSETTS.....	Biennial survey.		State board.	1.
MICHIGAN.....	Annual report.	After receipt of report.	State university.	1, 2, or 3.
MINNESOTA.....	Application.	Annually.	State board.	1.
MINNESOTA.....	Annual report.	Applying schools.	Accrediting commission.	1.
MISSOURI.....	do.	Annually or more often in practice, but not by requirement.	State board.	1.
MONTANA.....	do.	Following application, and annually if possible.	do.	1.
NEBRASKA.....	Annual report and application for approval and accreditation.	Annually.	State accrediting commission.	1 or 2.
NEVADA.....	Annual report.	Twice a year.	State board.	1.
NEW HAMPSHIRE.....	do.	Occasional visits.	do.	1.
NEW MEXICO.....	do.	Attempt annually.	do.	1.
NEW JERSEY.....	do.	Proceeding initial approval and each renewal.	do.	5 or less.
NEW YORK.....	Application; annual report.	Following application.	State Board of Regents.	Until changed.
NORTH CAROLINA.....	Annual report.	Before initial rating.	State department.	1.

See footnotes at end of table.

Table 4.—Methods used by State agencies in accrediting schools—Continued

State	Materials required to be submitted	Schools visited	Accreditation		Number of years for which accredited
			Recommended by	Made by	
1	2	3	4	5	6
NORTH DAKOTA	Annual report.	Annually.	State department.	State director of secondary education.	1.
OHIO	Application; annual report.	Before initial ratings; then each 2 or 3 years or by request.		State department.	1.
OKLAHOMA	do.	Annually.	do.	State board.	1.
OREGON	do.	From time to time.		State department.	1.
PENNSYLVANIA	do.	Before classification or reclassification.		do.	Until changed.
RHODE ISLAND					
SOUTH CAROLINA	Application.	For initial rating; thereafter whenever possible.	do.	State board.	1.
SOUTH DAKOTA	Annual report.	As often as possible.	State high-school supervisor.	State superintendent.	1.
TENNESSEE	do.				
TEXAS	do.	For initial rating and in event of evidence of not meeting standards.	State accrediting committee.	Commissioner of education.	1.
UTAH	do.	(*)			
VERMONT	do.	Annually.			
VIRGINIA	Annual reports—preliminary and final.	For initial rating and when having difficulty in meeting standards.	State department.	State board.	1.
			do.	do.	1.

WASHINGTON	Annual report	Annually to those not on stand- ard accreditation.	do.	do.	1.
WEST VIRGINIA	do.	Whenever possible	State supervisors	State department	1.
WISCONSIN	do.	As supervisors are able	State department and State university	State superintendent	Until changed.
WYOMING	do.	Annually		State board	1.

1 Until evidence the school has fallen below any of the standards for the classification it has been given.

2 While there is no "approval" visit, visits are made frequently and the staff checks to make sure that no school is neglected any one year.

3 The year a school is not visited, accreditation is based on the principal's report and the previous year's visit.

4 Public schools are approved by the State department from the date of opening. The county superintendents, knowing the standards for accreditation, assess himself that standards are continuously met. He is in touch regularly with the appropriate representatives of the State department of education.

5 Each school shall be issued yearly an appropriate certificate showing the level of accreditation granted by the State board of education.

6 The State department does not make a point of indicating whether a particular school has been accredited or approved but refers largely on accrediting through the Northwest Association of Secondary and Higher Schools, to which 70 percent of the high schools belong. These schools not belonging to the Northwest Association are required to submit the Northwest report to the State school office. These reports are analyzed and schools are often visited with the idea of bringing about improvements.

mission says that, "It shall be the policy of the Commission to encourage, at stated intervals, self-evaluation by appropriate instruments such as the *Evaluative Criteria* commonly used for such purposes." North Carolina suggests that the *Criteria*, 1950 edition, be used as "the instrument for the evaluation of a high school." The most extensive reference is in the Pennsylvania Manual which recommends that the criteria be used as a means of stimulating the improvement of instruction and that both the self-evaluation and visiting committee phases of the program be included. Wherever the process is not carried out under other auspices, the local superintendent is requested to appoint and instruct the committee and to see that copies of the committee's report are deposited with him and with the State department of public instruction. "Upon receipt of this report, the department of public instruction will send a letter of commendation, if merited, to the school concerned. In addition, a symbol will be placed beside the name of the school in the *Education Directory*, Bulletin 70, Department of Public Instruction, indicating that a program of evaluation has been completed under the leadership of the county or district superintendent." The Pennsylvania department recommends that the evaluative process be engaged in at least once every 3 to 5 years.

EXTENT TO WHICH HIGH SCHOOLS ARE STATE-ACCREDITED

Whereas accreditation by regional associations is highly selective, there being no State in which all—and few in which most—of the public high schools with a terminal 12th grade are regionally accredited, State accreditation or approval may and frequently does encompass every high school. In some instances the State's standards are minimum statutory requirements with which a school must conform to receive State aid. Schools meeting these requirements are accredited for college-entrance purposes as well as approved for the receipt of State funds. There are, however, States which do have standards for accreditation above the minimum requirements which likewise have no unapproved schools. Pertinent comments from a few State departments were received:

KANSAS.—When we remove accreditation entirely from a school, it is always a result of many months or years of trying to help the school meet the least minimum standards. There are never sudden or capricious decisions. This is one method we use to help wavering and undecided communities close up schools which no longer have any justification for existence.

MARYLAND.—If a school does not meet standards, the local school system and the State department work cooperatively to bring the school up to standard. If under the conditions this were to prove impossible, the school would presumably be closed.

NEBRASKA.—As we use the term, there are no unapproved schools in Nebraska. Such schools go out of existence completely. There are, of course, a number of schools which cannot or have not met the standards for accredited schools. Many

of these schools are trying very hard to merit such recognition. [Graduates of approved schools, like graduates of accredited schools, are eligible to enter the State institutions of higher education without taking entrance examinations.]

NORTH DAKOTA.—In effect all of our schools are approved. Those which receive an outright identification as accredited schools issue their own credits, and such credits are acceptable. Those schools which are not so-called approved or accredited by title are recognized as schools, but students in such schools are required to write on examinations given by the State department of education in order to have their work and credits accepted. Thus, accordingly, there are no schools which would, or could, offer credit which is not acceptable.

TENNESSEE.—Although our State board of education possesses the legal authority to disapprove a school if it does not satisfactorily comply with the rules and regulations, only rarely is a school thus disapproved. This is true not only because the school people themselves have democratically determined the rules and regulations which their schools shall meet, and, therefore, they have no one to blame except themselves if their schools are not approved; but it is also true because the members of the staff of the State department of education make it their business and responsibility to help schools comply with the rules and regulations, particularly those schools which, because of defective leadership or inadequate financial support, may be experiencing unusual difficulty in complying with the rules and regulations.

Standards in Effect in 1954

Statements of standards currently in force in the several States are both alike and different. They are alike in their continuance of the kind of requirements that were set up by State-approving agencies in the early years of accreditation and in their reflection of criteria of the regional associations. They are different in the recognition they take of emerging practices and in the extent to which they are general and subjective or specific and objective.

There is a marked difference in number of standards adopted by each of the several States and in the amount of detail incorporated in them. On the one hand, there are the few very brief and frequently rather general items of California, Massachusetts, and New York, and, on the other hand, the 20 to 100 pages of standards and their detailed explanations provided by such States as Minnesota, North Carolina, and Oklahoma.

Definition.—"Standards" reported upon in this section may be found in the States' handbooks or manuals or other formally prepared and published statements under such headings as policies, regulations, requirements, standards, or criteria. There is a wide variation found among the States in the arrangement of materials. To illustrate:

Colorado has 18 numbered *Standards*, 9 *Regulations*, and 20 *Recommendations* (*Guiding Principles*).

Arkansas has *Policies*, *Regulations* 1, 2, etc., to 12, and *Criteria*, all of which are considered in the accreditation of a school.

Missouri under the heading "Classification and Accreditation of Six-Director Districts" breaks its material into *Policies*, *Definitions*, *Goals To Be Achieved*, and *Standards To Be Met*.

Nebraska sets forth *Guiding Principles* and *Criteria* for five major items and several subitems.

Pennsylvania includes *Laus and Regulations* and *Standards*, unnumbered; the Standards incorporate some of the Regulations.

Tennessee uses Requirements I, II, etc., to XII with subpoints.

Texas uses *Standards* I, II, etc., to XII with subpoints.

Because of the diversity found, items included in this study may be from any of these categories, except that "Recommendations" are not included unless they are pointed out as such. At the same time, it should be noted that a standard does not always mean a requirement. For example, when the standard reads, "The school day should be at least 5 hours in length," the State may or may not hold this as an absolute requirement. If "shall" is substituted for "should" it may be assumed that the requirement is absolute.

Since 4 of the States do not have any published statement of standards the discussion in this section is limited to 44 States. It is also limited, unless otherwise noted, to a discussion of items actually appearing in the standards of those States as the standards were available in the Office of Education, as explained in the following paragraphs:

When a preliminary draft of this study was sent to the 48 States for checking, some of them asked to have items included which were not in the standards. They explained that these were legislative and State board requirements constituting the minimum program or requirements that schools must meet in order to receive State funds which, possibly because they were so well known to school people, were not included in the standards. Accordingly, a check sheet was prepared using different symbols to indicate the type of item represented—X for standard, S for statutory provisions not in the standards, and C for certification requirements not in the standards—and sent to the States for approval. State personnel returning the check sheet wrote in some additional items. Some of these were reported as statutory requirements; some were explained as items included in annual reports which high schools are required to file with the State department of education; in other instances no explanation was given, nor was a statement of the item received.

In order that every State might be represented as it wished to be and at the same time to retain consistency in the reporting, a table was compiled to incorporate all items reported by the States. Table 5 uses appropriate symbols to designate the source of each item with X referring to those items actually included in the formal statement of standards. Only the X's are included in the discussion that follows table 5, unless noted to the contrary.

ADMINISTRATION AND SUPERVISION

Philosophy and Objectives 10 States

A written statement of the school's philosophy and objectives is required by 10 States. Typical is the wording of Missouri's standard:

All schools shall have a written philosophy or statement of educational objectives, developed by the faculty under the leadership of the school administration, in harmony with the ideals of American democracy, and based upon the adopted policies of the board of education and the needs of the students and the community as part of our democracy.

The Ohio State Department of Education is concerned with (1) the thoroughness with which the school community has given thought to the purpose of its high school, (2) the extent to which all activities of the school contribute to the accepted objectives, and (3) the plans for continuous study and discussion of its objectives and educational program. It

Standard

Standard	Alabama	Arizona	Arkansas	California	Colorado	Connecticut	Delaware	Florida	Georgia	Idaho	Illinois	Indiana	Iowa	Kansas	Kentucky	Louisiana	Maine	Maryland	Massachusetts	Michigan	Minnesota	Mississippi	Missouri	Montana	Nebraska	Nevada	New Hampshire	New Jersey	New Mexico	New York	North Carolina	North Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island	South Carolina	South Dakota	Tennessee	Texas	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming			
ADMINISTRATION AND SUPERVISION: Philosophy and objectives Supervision by the principal School-Community relations Financial support by community School morale Units of instruction required for graduation Promotion, marks, or grades Military service credit and high-school equivalency																																																			
EXTERNAL ORGANIZATION OF ACADEMIC SERVICES: Minimum length of the school year Length of the school day Length of class period Minimum number of teachers Minimum number of pupils Maximum teaching load Pupil load Records and reports Rating of supporting elementary schools Admission of pupils Class size Pupil-teacher ratio BRIEF: Preparation of teachers Qualifications of the principal In-service education and professional growth Stability of staff Nonprofessional personnel																																																			

! Requirements of the State department of education are *not* included since it is the University of California which accredits schools; accreditation of high schools in California is concerned only with the college-preparatory function and the university is interested primarily in the colleges records made by the graduates of any particular high school.

¹ Requirements of the State department of education are not included since it is the University of California which accredits schools; accreditation of high schools in California is concerned only with the college-preparatory function and the university is interested primarily in the college records made by the graduates of any particular high school.

Symbol explanation:

X—an item found in the published (mimeographed or printed) statement of standards of the State accrediting agency

S—a statutory provision (legislative or State board) not found in the published standards

C-4 certification requirement

L—separate library standards

O—an item reported by the State as one which should be included, but one which does not fall in any of the above categories, or the source of which is unexplained

adds that frequent evaluations should be made by the school to determine the extent to which the educational program measures up to the objectives.

Supervision by the Principal 18 States

Going back 40 years, one may find a standard reading, "The superintendent (or principal) should have time for supervising the work of the teachers."²² The standard was perhaps intended to prohibit the principal spending a large portion of the school day in teaching classes. Some of the present-day standards are similarly directed. Some put a definite limit on the number of periods a principal may teach. Others say that he must have "ample" or "adequate" time for supervisory activities. Georgia, for example, requires that the principal have at least two periods free from classroom responsibilities. In Illinois he may not devote to teaching of classes or supervision of study rooms more than 3 periods in schools enrolling fewer than 100 pupils, more than 2 periods in schools of 100 to 300 pupils, or more than 1 period in larger schools.

A few States are interested in the kind of supervision the principal gives. Louisiana warns against limiting supervision to mere classroom inspection, and emphasizes the principal's responsibility for helping the faculty develop a sound philosophy in terms of the educational needs of the children, youth, and adults of the community and for translating that philosophy into action through a good instructional program in the school. Maryland lists 14 areas and activities to be included in a well-planned program of supervision initiated by the principal.

School-Community (Public) Relations 9 States

Most of the nine States having a separate standard for school-community relations emphasize the importance of maintaining a continuous program of interpreting the school to the public. Visiting days, parent-teacher associations, newspaper and school publications, community service, etc., are suggested by Indiana and Mississippi as means of accomplishing this program. Nebraska stresses the development of community interest in and a favorable community attitude toward the support and improvement of the total program of the school. Ohio's emphasis is upon the articulation of the educational program with the activities and problems of the community and the need for the school to make a continuous thoroughgoing study of these problems. "It should help the people understand the significance of the cooperative way of solving common problems and it should seek to help the people succeed in their cooperative enterprises." Florida requires that a school engaged in a program of curriculum revision shall make provision for public relations affecting the program, its scope, purposes, and mechanics.

²² Nebraska High-School Manual 1912. Bulletin of the University of Nebraska, Series XVII, No. 11, August 1912. 72 p.

In its recently adopted statement of *Principles and Standards*, Texas relates 2 of its 12 "Principles" to school-community relations and under these principles lists the following "Standards," among others:

Community harmony and cooperation is conducive to the maintenance of an adequate educational program.

The community gives active support, other than financial, to the school and its program.

The school works cooperatively with other community agencies to solve common problems.

The school has a planned program for developing an understanding and realization of the school's contribution to its community.

Financial Support by Local Community 10 States

Ten States include in their standards a criterion to the effect that the financial condition of the school district or governing board is such that it is possible for the school to maintain all conditions for eligibility as an approved school, or that the community shall show a willingness to support the school program financially and otherwise. Several additional States have reported a statutory requirement relating to local school support (table 5).

School Morale 24 States

Variously cited as "Morale," "General School Atmosphere," "Instruction and Spirit," "Spirit of the School," "Moral Tone of the School," "General Attitude," or without any designation, items bearing on school morale have been included in the basic requirements of 24 States. Such items usually refer to the importance of good staff, teacher-pupil, and school-community relationships; to efficiency of instruction; and to absence of factional disputes. Typical of the statements of most of the States is that of Arizona:

The efficiency of instruction, the general intellectual and moral tone of the school, and the cooperative attitude of the community are essential to the maintenance of an efficient secondary school, and schools that do not rank well in these respects shall not be considered for accreditation. Lack of continuity in the teaching staff, pupil strikes, or an excessive number of withdrawals or transfers may be considered as undesirable situations in effective school programs.

It may be noted that a standard relating to the intellectual and moral tone of the school is a carryover from the earliest standards. It was one of the 12 standards promulgated by the North Central Association in 1907.

Units of Instruction Required for Graduation 43 States

Student educational attainment is measured in Carnegie units of instruction, 1 unit representing 120 hours of classroom instruction plus out-of-class preparation. The instruction is usually extended over a

school year of not less than 36 weeks. Subjects requiring little or no out-of-class preparation must have more clock hours of instruction devoted to them for a unit of credit. Laboratory sciences require seven 40-minute periods a week, or five 55-minute periods. Typing and certain crafts very generally carry a half-unit of credit unless they meet for a minimum of five 55-minute periods per week.

Of the 44 State accrediting agencies, all except California specify a minimum number of units for graduation. Thirty-four have set the minimum at 16 Carnegie units (or 12 for the last 3 years). Six have set a higher minimum: Idaho, Louisiana, Missouri, Pennsylvania require 17; Oregon 19; and Florida 20. Three permit a lesser number: Arizona and Massachusetts allow 15; New Jersey, which uses the "credit point" system, requires the equivalent of 15½ Carnegie units.

Promotion, Marks, or Grades 9 States

The system of grading and of making reports to parents is specifically left to the local school system in all of these States except Nevada which requires the use of a standard grading system in all high schools. The same is largely true with regard to policies of promotion. New Hampshire and Tennessee require that the school follow an acceptable program of evaluation of pupil progress and promotion; in Ohio "promotion and graduation shall be based upon the satisfactory progress and completion of the program of the school" with advice that in the formulation of its policy of promotion, the school should avoid placing too much emphasis on quantitative subject-matter requirements. In Alabama, Florida, and Kansas a pupil is to be promoted who has made satisfactory progress in relation to his mental, social, emotional, and physical development. Promotion in Mississippi is determined largely by educational accomplishment, but consideration is to be given to age, mental, social, and physical development. California advises that marking standards are of interest to the university and may be the subject of inquiry.

Military Service Credit, and the High-School Equivalency Certificate 10 States

According to a report of the American Council on Education,²⁰ all States either recommend or permit high schools to grant credit in Carnegie units to military personnel for educational experiences in the Armed Forces, such as USAFI courses and courses in service schools; all but 3 States (New Jersey, Indiana, and North Carolina) recognize the high-school level tests of General Educational Development for service

²⁰ American Council on Education. *Commission on Accreditation of Service Experiences. Accreditation Policies of State Departments of Education for the Evaluation of Education Experiences of Military Personnel.* January 1954. (Bulletin No. 5 revised.)

- personnel and veterans and grant equivalency certificates for passing grades thereon; and 31 use G. E. D. tests as a basis for granting equivalency certificates to nonveterans or nonservice adults.

Standards or policy statements incorporated in the standards of 10 States include an item concerning these authorizations. The standards usually specify the number of units which may be earned through service-connected work and study and set forth conditions under which the equivalency certificate may be granted. They may emphasize that the high-school equivalency certificate is not a high-school diploma.

Miscellaneous Items

Several types of administrative provisions which are frequently legislative rather than regulatory mandates, and as such are found in the laws of many of the States, have been included by one or more States in their statements of standards. These concern transportation of pupils, use of State adopted textbooks, tuition charges for nonresident pupils, minimum salary schedules, and school funds. Similarly, provisions for summer schools and evening schools, for exceptional children, and for tutoring are incorporated with the high-school standards of a few States each.

One item which had an important place in early accreditation standards—college scholarship records of past high-school students—is included now by only four States, namely, Arkansas, California, Georgia, and New Hampshire. Among other items found occasionally are those relating to school board policies, organization of secondary education, minimum number of units an accredited high school may offer, provisions for alternation of subjects, and school lunch.

INTERNAL ORGANIZATION OF ACCREDITED SCHOOLS

Minimum Length of the School Year 42 States

This item frequently reads: "Thirty-six weeks or 180 days in the aggregate." In 5 States these 180 days are exclusive of holidays and in 8 others they are actual teaching days; that is, they are exclusive also of days of professional meetings. Most States permit a lesser number of actual teaching days. In general, the minimums range from 170 to 175, thus matching the minimums prescribed by the respective regional accrediting associations. Three States allow minimums of 160 days or less. Two of these are States having more than one class of accredited schools, and these minimums of course, are for the lowest class. (It will be noted from table 5 that States not having a standard relating to length of school year do have a statutory requirement.)

Length of the School Day 19 States

Although only 19 States have a standard covering the length of the school day, 7 others reported a statutory or other requirement covering it. The minimum set by 6 States (Florida, Indiana, Louisiana, South Carolina, Vermont, and Virginia) is 5 hours exclusive of lunch or other recess; Georgia, Pennsylvania, and South Carolina have placed it at 5½; Mississippi, 5¾; 7 States (Alabama, Idaho, Minnesota, Missouri, Nebraska, North Carolina, and Texas) at 6 hours; and Tennessee, 6¾ hours. Maryland and West Virginia suggest a 6-hour day exclusive of lunch.

Length of Class Period 40 States

40-45 minutes specified by 35 States

55-60 minutes specified by 5 States (first-class schools only in one instance)

50 minutes recommended by 1 State

To meet the requirements for the Carnegie unit of 120 clock-hours of classroom instruction for a nonlaboratory subject requiring outside preparation, the 40-minute period five times a week for 36 weeks is the minimum which can be used. Thirty-five States prescribe a minimum length for class periods of 40-45 minutes. The 40-minute period is always exclusive of time used in passing of classes; the 45-minute period may or may not be. Delaware's standard is a recommendation of 50 minutes including time for passing of classes.

The long period of 55-60 minutes found in many schools today comes in for attention in most of the State manuals and handbooks. Twelve States recommend it, some of them "strongly." Texas' standard reads:

Each secondary school class should have a minimum of 55 minutes net time for instruction. Fifty- or 45-minute periods are acceptable where the local school can demonstrate that it cannot develop a schedule with a net time of 55 minutes.

Five States, Florida, Kentucky, Louisiana, Oregon, and Indiana, require the long period. Oregon, in its statement of standards approved by the State Board of Education in 1951, states that—

All class periods in standard schools shall be approximately 1 hour in length including time necessary in passing from one class to another.

Louisiana requires periods of not less than 60 minutes except for music and physical education. Kentucky in 1954 raised its required minimum from 45 to 60 minutes, allowing exceptions "under certain circumstances". Florida sets the minimum at 55 minutes net. Indiana requires that its first-class commissioned schools use the 55-60-minute period with supervised study.

Most States authorize or accept the use of the longer period. Some say merely that if it is used it is not necessary to have a double period for science and other laboratory courses. Others refer to its use for directed

or supervised study. Arkansas, for example, has this to say about the utilization of the added time: "... directed study may be substituted for the outside preparation required for the short period class. Under the short- or the long-period plan, however, a reasonable amount of outside or independent study by the pupils in accordance with their abilities is encouraged." Ohio stresses the exercise of care to see that the supervised study portion functions properly.

Maryland permits a flexible schedule of periods of varying length; Ohio specifically disapproves a schedule composed of both short and long periods. Minnesota recommends a uniform length, but will permit 50-minute periods in one-half day and 55- or 60-minute periods in the other half day if needed because of schedule-planning difficulties. Two other States, Nebraska and Oklahoma, authorize the use of a combination of short and long periods by an individual school.

In some schools when the 55-60-minute period is used, classes meet but four times a week, for a total of 220 or 240 minutes. Delaware and New Hampshire specifically authorize classes to meet but four times a week. Florida and Kansas stipulate that there be five periods per week throughout the school year; Maryland strongly recommends it. Oklahoma, which authorizes both 45- and 60-minute periods, says that "if the floating period program is used, a minimum of 300 minutes per week should be devoted to each class." The remaining States are silent on this point.

Minimum Number of Teachers 35 States

To become accredited in any one of 35 States a high school (grades 9-12) must employ a minimum of from 2 to 7 teachers, with 3 being the number most often required. In States which classify approved schools, the minimum number employed is usually a differentiating factor, as shown in the following listing. In some instances, a State establishes a minimum standard, but makes exceptions for "isolated" schools—those schools which because of geographic and transportation conditions must be operated with a smaller number of pupils than is generally permitted.

Two full-time teachers: Maine and Nebraska. :

Three teachers (full-time unless noted):

Arizona :	Maryland :	North Dakota :
Arkansas :	Michigan :	Ohio :
California :	Minnesota :	Oklahoma :
Colorado :	Mississippi :	Oregon :
Delaware :	Montana :	South Dakota :
Georgia :	Nebraska :	Washington :
Kansas :	New Mexico :	Texas :
Kentucky :	North Carolina :	Wyoming :

See footnotes on page 42.

Four teachers (full-time unless noted):

Alabama ¹	Louisiana ¹
Arkansas ¹	Michigan (2-year schools)
Florida	New Jersey
Illinois	Vermont
Kansas (class B)	West Virginia (first-class)

Five full-time teachers: Kansas (class A), Idaho,² Kentucky (class A).

Delaware requires a minimum of 9 teachers, grades 7-12, for its first-group schools.

South Carolina requires 7 teachers for a 4-year high school, 2 of whom may be "off-the-enrollment teachers in vocational education or other special subjects."

Wisconsin requires "more than five full-time teachers" or the equivalent of schools which may receive State aids on the higher level.

¹ Lowest class schools.

² May include the principal.

³ In academic subjects or general education.

⁴ Minor accredited schools may include the principal.

⁵ Except for isolated schools.

⁶ Where the enrollment exceeds 50.

⁷ Plus a half-time principal and a half-time librarian.

Minimum Number of Pupils 17 States

Because the minimums established by the 17 States are so diverse, they are set forth here individually for each State. Several States which until recently have had specified minimums, in the current revisions of their standards eliminated them as a criterion.

CALIFORNIA: A minimum enrollment of 25 pupils registered in a reasonable proportion of academic subjects.

DELAWARE: First-group schools, 150 pupils; second-group schools, 50 pupils.

FLORIDA: 72 pupils in grades 9-12 which shall include 54 pupils in grades 10-12 with 13 of this number in grade 12.

GEORGIA: An average daily attendance of 60 or more, minimum of 100 to become effective in 1955-56.

KANSAS: Class A schools, 60 or an average daily attendance of 50; class B, 40, or an A. D. A. of 32; class C, 20 or an A. D. A. of 15.

KENTUCKY: A bona fide enrollment of at least 100 pupils in public high schools.

LOUISIANA: Not fewer than 50 bona fide students.

MARYLAND: A minimum enrollment of 30 pupils.

MINNESOTA: For present schools 50; for new schools 75.

MISSISSIPPI: None for schools accredited prior to 1950-51; 75 in average daily attendance for new schools.

MONTANA: 25 students in average number belonging.

NEBRASKA: Approved schools, 15; accredited schools, 30, with a 3-year average of 35.

NEW YORK: 200 grades 9-12, but will grant exceptions.

NORTH DAKOTA: A minimum enrollment of 20 pupils in an approved school. 25 pupils in average daily attendance in a minor accredited high school; 45 in a fully accredited school.

OKLAHOMA: 100 pupils for new schools, although exceptions may be made for schools in isolated districts.

TENNESSEE: 50 pupils in average daily attendance for a rating of B or better, if the school was established prior to January 1, 1943; 75, if established subsequent to that date.

WASHINGTON: A minimum of 6 students in average daily attendance in each grade will be required for standard accreditation. Schools having lower attendance but meeting all other requirements will be placed on special accreditation.

Illinois has a statutory requirement which reads:

After June 30, 1951, at least an average of 9 pupils in average daily attendance per grade offered in the high-school course; after June 30, 1957, at least an average of 15 such pupils.

Nevada and Utah, which also have statutory requirements, specify minimums of 10 and 6 pupils, respectively. Pennsylvania recommends a minimum enrollment of 350.

Maximum Teaching Load 34 States

While 34 States include maximum teaching load as a standard, 2 of them, Missouri and Nebraska, do not include it for the lowest class of approved schools. In general, in a school day of 6, 7, or 8 periods (the number of periods depending upon the length of the day in hours and the length of periods), the maximum teaching load permitted varies from 5 to 7 periods, the mode being 6 periods of actual teaching plus responsibility for study hall or other activities that may be assigned. Most States set the *desirable* maximum at one period less than the maximum allowed.

Maximums for the short period of 40-45 minutes:

7 periods of teaching plus study hall and other activities: 3 States—Maine, New Hampshire, Tennessee.

6 periods of teaching plus study hall and other activities: 17 States—Alabama, Arizona, Arkansas, Idaho, Kansas, Kentucky, Michigan, Mississippi, Missouri (Class AA and AAA), Montana, Nebraska (Class A and AA), New Mexico, New York, Ohio, Oklahoma, South Carolina, South Dakota.

5 periods of teaching plus study hall and other activities: 4 States—Colorado, Maryland, Minnesota, North Dakota.

Pennsylvania and Wisconsin specify a maximum teaching load of 150 pupil-periods per day without reference to other activities; Wyoming specifies 160 such; Georgia, 175; and Delaware permits 200. Louisiana and Texas set a limit of 750 pupil-periods per week. Florida's maximum is 150 pupil-periods exclusive of study halls.

Maximums for the lengthened period of 55-60 minutes:

6 periods exclusive of study hall or other activities: 2 States—Oregon and Tennessee.

5 periods exclusive of study hall or other activities: 11 States—Arkansas, Idaho, Kentucky, Mississippi, Missouri (Class AA and AAA), Montana, Nebraska (Class A and AA), Ohio, Oklahoma, Texas, and West Virginia.

5 periods including study hall or other activities: 3 States—Kansas, North Dakota, and South Dakota.

In 1907 the North Central Association had a standard on teaching load which read, in part: "While the association advises 5 periods, the board of inspectors will reject all schools having more than 6 recitation periods per day for any teacher."

Pupil-Teacher Ratio 23 States

The typical standard in States having a quantitative requirement reads, "The pupil-teacher ratio shall not exceed 1-30." One State permits 1-35, and one allows 1-40 in its lowest-class of approved schools. Three States require fewer than 30 pupils per teacher. Oregon's standard reads:

The teacher-student ratio for the entire school shall not be greater than 1-25. This ratio shall be computed by dividing the average daily membership by the total number of full-time teachers, plus the full-time equivalency of the time devoted to the secondary school by part-time teachers, principals, superintendents, supervisors, librarian, and one-half time of all clerical help.

Class Size 15 States

Obviously in each of the States which have established a maximum pupil-teacher ratio, class size is indirectly controlled. Several of these States, however, as well as a few others, give separate treatment in their standards to class size, a number of them setting a maximum size. Louisiana, Kansas, Texas, and Wisconsin set a limit of 35 pupils for each class, except for fields such as music, and physical education; Minnesota and Montana of 30; and Alabama, Mississippi, and Tennessee, 40. Nebraska's limit is 35 for Class A schools and 50 for approved schools. Oregon sets a maximum enrollment of 32 in average daily membership. Colorado has a maximum for inexperienced teachers of 25 pupils per class.

Minimums for class size of 5, 10, and 15 are specified by Nebraska, Alabama, and Tennessee, respectively. Florida sets a minimum of 10 and a maximum of 32 for classes other than physical education, except that 25 percent of the classes may enroll as many as 40 pupils. South Carolina has a minimum of 10 for a beginning subject and 5 for a continuing second-year class. Georgia's only stipulation is that classes shall be sufficiently large to warrant efficient instruction. Maryland recognizes a great number of variables which affect class size, such as room accommodations, equipment, supplies provided for the class, and the teacher's program.

Pupil Load 31 States

Four subjects carried each semester supply the pupil with the 16 Carnegie units needed for graduation, and these in addition to physical education and school activities are considered the normal load for the average pupil who will remain in high school for 4 years. In general, States which include pupil load as a criterion for approval or accreditation lay stress on a program of 4 units, but authorize certain exceptions, some of them warning that the pupil should be permitted to graduate in less than 4 years only after adequate guidance procedures have been exercised, taking into consideration his social as well as his intellectual maturity.

Only such pupils as rank in ability and achievement in the upper 25 percent of the high-school's enrollment may be allowed to carry for credit more than 4 units: 16 States.

Colorado	Mississippi	Ohio	Texas
Georgia	Montana	South Carolina	Virginia
Illinois	New Mexico	South Dakota (above	West Virginia
Minnesota	North Dakota	ninth grade)	Wyoming
		Tennessee	

The pupil is a full-fledged member of the senior class for whom 5 units are necessary for graduation, and he is qualified to complete such work: 8 States.

Alabama	Mississippi	South Dakota	Virginia
Ohio	South Carolina	Tennessee	West Virginia

Pupils who have shown unusual ability (or in exceptional cases) may be allowed to carry more than 4 units: 6 States.

Arizona	Kentucky	New Hampshire
Arkansas	Missouri	Nebraska

Five units make up the maximum of the year's work: 2 States.

Delaware (in rare instances a pupil may be allowed 5½).

Kansas

Only students above the ninth grade, and those in the upper 15 percent in scholarship may be permitted to enroll for 5 subjects: Oklahoma.

The number of subjects carried by students, the credit granted, and the graduation requirements shall be such as to require 4 school years of attendance for graduation: Idaho.

The maximum student load limitation for each individual shall be determined by the principal and his faculty: Louisiana.

The number of subjects to be carried by an individual pupil should be based on the appropriateness of the load for him rather than on the number of units. Each pupil should be scheduled for a worthwhile activity each period of the day: Maryland.

Florida, which requires 20 units for graduation and permits 24, states that "pupils above the eighth grade shall be permitted to take not more than six credits in any school year."

All pupils should be required to carry a sufficient load to insure a profitable use of school time. The minimum pupil load is four units, exclusive of health and physical education, music, art, and school life activities: Pennsylvania.

Most of the States limit to five the number of units which may be carried in any one semester. Three of them—Oklahoma, South Carolina

and Virginia—expressly state that credit for more than five unit courses may not be granted in any one semester.

Records and Reports 36 States

The standard "Records and Reports" or "Records To Be Kept" always includes pupil records; it usually includes the requirement that an official transcript of the college preparation of each teacher shall be kept in the office of the administrative head of the high school; it sometimes includes a statement about financial records that must be maintained; and it occasionally includes reference to inventories of equipment and reports that must be made to the State.

States generally make four requirements for pupils' records. They must be (1) complete and accurate records of attendance and scholarship; (2) permanently kept; (3) located for convenient use or readily accessible; and (4) safely housed in a fireproof vault or safe.

A few States make additional requirements as to the content of pupil records. Of interest are the following:

Pennsylvania.—A cumulative record started in the elementary school should be kept for each pupil. Such a record includes scholastic achievement, educational and psychological test results with specified dates, health data, social behavior, participation in school life activities, and data relating to the pupil's progress in the educational program.

South Carolina.—In addition to scholarship and attendance records, there should be . . . general health status, personality traits, work habits, participation in extracurricular activities, special aptitudes and abilities, work experience, and vocational preferences.

Tennessee.—A cumulative record showing all data which have been used to determine pupil progress, including personal data; attendance record; and physical, mental, social, and emotional progress, shall be kept for each pupil on such forms and in such conditions as may be approved by the State commissioner of education.

Rating of Supporting Elementary Schools 16 States

The accreditation of a high school is contingent upon the rating of the supporting elementary school in 16 States. Arkansas, Kentucky, and South Carolina stipulate that the elementary-school program must be of equal quality with the high-school program, and enumerate such items as length of term, pupil-teacher ratio, library service, teacher salaries, and teaching materials which are to be about the same as for the high school. In Washington, "accreditation of a high school is dependent upon the maintenance of an effective and continuous education program in both elementary and secondary grades." Idaho and Montana require that high standards of work and efficiency be maintained in the elementary schools of the district. In Mississippi, contributory elementary schools must have a rating of at least class C. There is the further proviso that any high school which is maintained at the expense of the elementary school will be dropped from the accredited list. Michigan, New Mexico,

and North and South Dakota relate their standard to the qualification of elementary teachers and require that these teachers hold certificates of a certain rank.

In Oklahoma, accrediting depends largely upon instructional conditions maintained in the elementary grades. "Command of the fundamental processes is considered of primary importance in all subsequent education. Consequently, the entire program of education is examined as a basis for recognition." The State warns that the establishment and maintenance of high-school departments at the expense of the elementary grades is not condoned; that the elementary grades should receive first consideration. Beginning with the school year 1953-54, Georgia requires that at least 60 percent of those entering the school come from accredited feeder schools; four or more teachers staff an accredited elementary school.

States such as Mississippi, Missouri, Nebraska, and Texas having system-wide accreditation policies require the elementary as well as the high school to be accredited, and to be eligible for the same classification.

Admission or Transfer of Pupils 20 States

Pupils are admitted to high school on the presentation of proper certificates of completion of the elementary grades from a recognized public or private school, or upon transfer of transcript of credits from an accredited high school. Pupils transferring from an unaccredited high school are generally required to take entrance examinations in the subjects pursued in the nonaccredited high school for which they desire credit. New Mexico permits probationary enrollment without examination in courses which are direct continuations of those pursued in the nonaccredited school. Alabama permits general probationary enrollment for a semester to determine whether credits earned in an unaccredited high school should be allowed. Several States allow the high-school principal to exercise some discretion in the requirement of examinations of pupils from non-accredited schools. In Florida and South Carolina he may substitute a probationary period; in Louisiana he may investigate the quality of instruction in the unapproved school and require an examination only if the instruction is inferior; and in Washington he must receive approval from the State high-school supervisors to a definite plan for reevaluation of credits and grades. Texas' standard says only that there should be written policies for admitting pupils who transfer from unaccredited school systems.

THE STAFF

Preparation of Teachers 40 States

According to a recent study,²⁴ every State now provides for the legal certification of teachers in public schools. Four States (Arizona, Califor-

²⁴ Armstrong, W. Earl and Stannett, T. M. *A Manual on Certification Requirements for School Personnel in the United States*. Washington, D. C., National Education Association, 1953.

nia, New York, and Washington) and the District of Columbia are requiring a minimum of 5 college years of professional preparation for initial certificates. A total of 44 States in 1953 required at least the completion of the bachelor's degree for the lowest regular high-school certificate; 1 other State required 3 years of college preparation but less than 4; and the 3 remaining States required 2 years or more but less than 3. These requirements apply chiefly to teaching in academic fields. The general practice among States is to issue a high-school certificate on which is endorsed the one or more academic fields the holder is authorized to teach. Eighteen States, however, issue blanket certificates.

Since certification of teachers is required by all States, almost without exception States consider preparation of teachers to be a standard for accreditation. States which have no formal statement of standards, as well as some which do, refer to their certification regulations as "the standard" used in approving schools. Inasmuch as this study does not contemplate an analysis of certification requirements, discussion of staff preparation is confined to those States having a standard on preparation of the staff separate and apart from their certification regulations.

Accreditation standards usually state that teachers must hold a valid certificate or that they must meet the minimum legal requirements for certification. Standards also usually stipulate that teachers must be teaching in the field of their college major or minors or in their fields of preparation. Very generally, States having more than one class of accredited schools stipulate that teachers in the higher-rated schools must have proportionately higher qualifications.

Subject preparation.—Standards of a number of States specify hours of preparation. Usually these are the same as the hours required for certification in those subjects. In a few States, standards authorize teachers to teach in fields for which they have a lesser number of hours of preparation than required for certification. The desirability of a greater number of hours than required for certification is emphasized in one State. Another State which issues a blanket certificate has specific requirements for teachers in accredited schools. These differences are shown below:

State	Accreditation requirements in semester hours for subject taught	Certification requirements— Semester hours
ARIZONA	9	15
GEORGIA.	Beginning teachers should not teach outside of the field of their college specialization, must have at least 12 semester hours' credit in the field in which the major part of their high-school work lies, must have credit for training in each subject they teach in high school.	Range from 20 in math. to 34 in science and social science.

State	<i>Accumulation requirement in semester hours for subject taught</i>	<i>Certification requirement— Semester hours</i>
KANSAS.....	24 for English, science, and social science; 15 for mathematics and foreign languages (the specific language taught) in class A schools. 12 for all subjects in class B schools. 8 hours in class C schools.	Class A, same except foreign language—24.
MICHIGAN.....	10 The statement is made that "all teachers . . . are expected to meet the requirements for certification for given subject fields as adopted by the State board of education."	15
NEBRASKA.....	15 for class AA and A schools (If only a small part of the teaching assignment is in a particular teaching field, a "reasonable deviation from the minimum may be accepted.") For approved schools, 12 hours in at least two of the subject-matter fields in which a teacher is called upon to teach. "In other areas taught, he shall have earned at least 3 semester hours in subjects in which he is required to teach for one semester and 5 semester hours in subjects in which he is required to teach for a full year."	15
NEW MEXICO....	Permits 10, but states that teachers shall be assigned to teach according to their major (24 hours) or minors (15 hours) in college.	10
OHIO.....	15 hours for English, general science, history, language, mathematics, physical science, and social science.	15 except for science and social science—40.
TEXAS.....	18 in English and social studies; other subjects 12.	None.
IOWA.....	Permits 15 but expects the superintendent to recognize the teacher's preparation, "and require 20, or 24 semester hours' preparation in any field which constitutes the teacher's major assignment." (From a bulletin of the State Department of Public Instruction on "Minimum Requirements for the Personnel of Iowa Public Schools.")	15

Seven States set forth conditions under which teachers may teach subjects for which they do not have the requisite number of hours of preparation. In Florida and Kentucky such cases must be approved in advance by the State department. In small schools in Louisiana a teacher may

teach two classes per day (excluding vocational subjects) outside fields of certification. In North Carolina exceptions must conform to regulations of the Division of Professional Service which are issued annually to all superintendents (for 1953-54, 50 percent of the teachers in grades 9-12 must be in the subjects in which certified). In South Carolina a 1-year permit to teachers to teach subjects outside their fields of certification may be granted, but credit for the work done under such a permit will be allowed only with the approval of the high-school superintendent. Tennessee grants similar permission if in the judgment of the high-school principal, the superintendent, and the appropriate State official the certificated teacher has sufficient training to do an acceptable instructional job in the noncertified area." Washington allows teachers to teach in fields outside their major and minor preparations in small high schools when it is unavoidable, but considers such practice generally inexcusable in larger schools.

Professional education.—The number of hours of courses in education required of teachers in accredited schools is mentioned in the standards of but a few States. In general, they conform to certification requirements which range from 15 to 24 hours. Three States, however, permit a larger number: Georgia, 9 (certification 18); Idaho, 16 (certification 20); New Mexico, 15 (certification 16).

Core or unified studies teaching.—Several States refer to high-school courses which are of the core or unified studies type and five of them make a requirement for teachers of such courses. In Colorado, unified studies teachers must have a minimum of 20 semester hours appropriately distributed among the teaching fields involved. In Kansas, class A schools require the teacher to meet standard requirements in his field of major preparation, but a reasonable deviation may be permitted in his preparation in his minor field. In Missouri, in class AAA schools, the teacher may teach courses in more than two subject fields except when subjects in different fields are organized as general education courses. Oregon's standards require teachers to meet minimum preparation requirements in each of the subject-matter areas included in the core. In Florida, teachers may teach core classes on approval of the State Department.

The bachelor's degree.—Although in 44 States the lowest regular requirements for teachers of academic subjects require the holder to have a bachelor's degree or more, only a few States make this explicit in their standards. Three States—Arizona, Michigan, and Oregon—provide that the requirement is not retroactive within a school system. In Texas accreditation regulations require the degree though certification requirements do not. A number of States do not require the bachelor's degree for teachers of nonacademic subjects such as industrial arts and trade courses. The standards of 12 States make special demands or grant exceptions to the total amount of educational preparation.

ALABAMA issues 1-year nonrenewable emergency certificates in the areas in which emergencies exist. The employment of emergency teachers in accredited schools is not condoned by the State department except in emergency situations.

ARIZONA grants class B rating to petitioning high schools unable to meet the requirements for teacher preparation.

ARKANSAS which grants a regular certificate for 60 hours of college work, provides that this may be used only in class C accredited schools. The minimum for class A and class B is 90 semester hours. Standards also provide that in class A schools at least four-fifths of the classes in grades 10-12 are taught by teachers with bachelors' degrees; in class B schools the proportion is two-thirds; and in class C, it is one-third.

FLORIDA provides that at least 90 percent of the teachers shall teach on certificates based on 4 years of college preparation. Individuals with less than a 4-year degree shall earn at least 6 semester hours of credits at a standard institution each year.

GEORGIA's standard provides that all teachers must have at least the equivalent of 2 years of college work; three-fourths must hold academic degrees from approved colleges.

INDIANA stipulates that all teachers in first-class commissioned and continuous commissioned schools must hold a bachelor's degree, but is silent with regard to the preparation of teachers for commissioned schools.

MISSISSIPPI, which grants a regular certificate for 60 hours of college work, provides that three-fourths of the high-school teachers must hold a standard degree from an approved teacher education institution, and that in addition in class AA schools all beginning teachers shall hold such a degree, and 25 percent of all high-school teachers shall have at least 12 semester hours of graduate credit.

MISSOURI, which requires that all high-school teachers have at least the bachelor's degree for class A, AA, and AAA schools (in the latter 20 percent must have completed 1 year of graduate work) grants emergency approvals when qualified teachers are unavailable.

NEBRASKA provides that in class AA schools at least 20 percent of the teachers, including the superintendent, hold the master's degree. Teachers of all three classes of schools (approved, class A and class AA) are required to hold the initial secondary school certificate or one of higher rank.

OHIO's 4-year provisional certificates are based on graduation from a 4-year course. The superintendent of public instruction, however, "may establish standards, rules and regulations below those set for provisional certificates by which he may grant temporary certificates valid for 1 year." In larger high schools, at least one-third of the staff should hold the master's degree.

TEXAS provides that individuals having 90 semester hours of college work and whose applications include a plan for removing the deficiency may be granted individual approval on a 1-year basis.

WISCONSIN issues special licenses on request of superintendent to applicants when no fully qualified applicant is available.

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Qualifications of the Principal 29 States

Accreditation standards frequently include an item saying that the high-school principal must hold an "administrator's certificate," "a high-school principal's certificate," "the highest type of certificate issued by the State department of education," "a certificate of administration and supervision," or simply that he be "properly certificated." Several States give some additional information about education and experience required. For example, Missouri requires the master's degree and 2 years of administrative or supervisory experience for class AAA and AA schools; the baccalaureate degree with a major in the field of education for class A schools. North Dakota requires a master's degree with 4 years of successful teaching experience which should include no less than 2½ years of successful administrative experience for its fully accredited schools, and a minimum of 8 semester hours of graduate study and 3 years of successful teaching experience for a minor accredited school. The number of hours of work in or focused on administration and supervision is usually specified.

In-service Education and Professional Growth 8 States

Florida, Indiana, Maryland, Mississippi, Ohio, Tennessee, Virginia, and Wisconsin give especial attention to continued growth of teachers in service. Standards of Indiana and Mississippi encourage teacher membership in State and national professional organizations, the former adding that they should attend conferences and meetings and display an interest in professional study. Indiana also stipulates that supervisors and administrators should hold frequent conferences with teachers, should arrange for institutes and meetings with outside speakers, and should provide a professional library. Maryland requires that teachers continue to improve themselves in service through earning a minimum of 6 semester hours of credit at specified intervals or through participation in recognized workshops, or through travel.

In Florida, at least 90 percent of all instructional personnel must be in attendance for the total time of the preschool and postschool planning conferences. Mississippi, Ohio, and Virginia specify that there shall be a continuous or effective and well-organized program of in-service education for the entire staff. Tennessee's standards stipulate that all teachers in a school shall participate in an acceptable in-service training program to promote their continuous professional growth and recommend that each local school system organize an in-service training program for the teachers of the system. "The funds allocated . . . shall be expended for projects which will reach and improve the instruction and services on a statewide basis." Wisconsin requires the school to submit a copy of its in-service program with its application for accreditation. It suggests

that extension of the school year will provide a time for local workshops immediately preceding or following the school year.

Stability of Staff 15 States

The States which include teacher tenure or stability of staff as a factor in the evaluation of a school do so in the belief that continuity of policies and planning of the school program are essential to the success of any school and that frequent changes in the administrative and teaching staff prevent such continuity. In New Mexico, for example, changes in administrative and teaching staffs in any year or years large enough to affect continuity of policies and planning is considered cause for removing a school from the accredited list. Idaho and Oregon consider excessive a teacher turnover of 50 percent in small schools and 25 percent in large schools.

Statements on teacher tenure found in the standards of Colorado and West Virginia are specific as to what will be considered:

Colorado.—Since the effectiveness of a school depends in large measure upon the stability of the teaching staff, it shall be the apparent policy of the school to employ and retain well-qualified teachers. The policy should appear in (1) an initial salary adequate to procure such teachers and provisions for reasonable increases in salary in recognition of the teacher's growing usefulness to the school; (2) the observance of the legal requirements for a minimum salary; (3) a feeling of security in continuous service on the part of competent teachers and freedom from pressure inconsistent with professional integrity; . . . and (5) in accordance with common practice in accredited schools in Colorado notice of reemployment or refusal of reemployment of members of the faculty should be given not later than April 15. H. B. 751 provides that notice shall be given in writing by April 15.

West Virginia.—The permanency of the faculty determines largely the effectiveness of the school. Joint planning of the school program by the community, principal, and teachers provides for better understanding and aids in improving the permanency of the faculty. In classifying a high school the following will be considered as important in helping schools to command and retain teachers whose training, experience, and ability fit them for efficient teaching:

1. Provision is made for comfortable living.
2. A salary schedule is maintained in keeping with the living costs of the community.
3. A spirit of cooperation is manifested between the community and the school.

Nonprofessional Personnel (Custodial and Clerical) . . . 13 States

The typical standard usually requires that the custodial staff shall be adequate to keep the building clean; it sometimes specifies that custodians shall be directly responsible to the administrative head of the school. States which include clerical service in the standards usually specify only that it shall be available. Pennsylvania requires that there be a full-time clerk for the secondary school when enrollment exceeds 150 pupils; when the enrollment exceeds 500, an additional clerk shall be provided for each

unit of 500 pupils or major fraction thereof. Louisiana directs that careful attention be given to the qualifications of all nonprofessional workers. Illinois recommends the employment of a full-time competent secretary for schools enrolling fewer than 200 pupils with additional clerical assistance for larger schools.

PROGRAM OF STUDIES

Subjects Required of All Pupils 36 States

Included by 36 States under either program of studies or requirements for graduation are the subjects which the State authorities require that every pupil must take in order to be graduated from high school. According to a study by the Office of Education published in 1949²⁰ all States but one make such requirements of their schools. That study reported that the number of required units in 47 States ranged from a total of $\frac{1}{2}$ in Michigan to 11 in Missouri. In the present analysis of standards in the 36 States including this item the range is from 3 units in New Jersey, to 11 in Missouri and North Dakota. Six States require 3-5 $\frac{1}{2}$ units; 21 States require 6-8; and 9 States require 9-11.²⁰ These requirements, or constants are in the following subjects or subject areas:

Subject	Number of units	Number of States
English	4	13
Do	3	23
Social studies	3	9
Do	2-2 $\frac{1}{2}$	16
Do	1	11
Science	2	7
Do	1	18
Mathematics	1 $\frac{1}{2}$ -2	2
Do	1	21
Health, or physical education, or health and physical education . .	$\frac{1}{2}$ -4	21
Home economics (girls)	1	2
Occupational guidance	$\frac{1}{2}$	1
Vocational subjects	$\frac{1}{2}$	1
Fine arts	1	1
Practical arts	1	2

One to four years of physical education or health and physical education are required in 27 of the 36 States and strongly recommended in 4 more. Credit may or may not be granted for physical education courses. Usually when allowed, the credit is 1 unit for 4 years of work. Alabama provides for one-fourth unit each year when the teacher is not a certified physical education teacher and one-half unit each year if he is fully

²⁰ Cummings, Howard H. *Requirements and High-School Students' Programs*. Washington, D. C., U. S. Department of Health, Education, and Welfare, Office of Education, 1949. (Circular No. 200.)

²¹ In addition, Connecticut and Utah report statutory requirements of 1 and 2 units, respectively. Colorado requires the Constitution be taught; Massachusetts requires American history and civics; Michigan requires one semester of government; and Wisconsin requires physical education.

qualified. When a school grants more than 1 unit, the additional units in nearly every instance must be over and above the basic 16 required for graduation. Oregon, for example, grants 4 units for health and physical education, but fixes its graduation requirement at 19 units. New Mexico, however, permits a pupil to earn two units of credit and does not specify that one of these must be in addition to the 16 required for graduation.

The science requirement may or may not specify laboratory science. The Arizona State Board of Education lifted its requirement for a "laboratory" science to make possible the employment of individual and demonstration techniques in teaching science.

American history is one of the required units in social studies. Frequently mentioned also are civics or citizenship, the Constitution, and State history. English requirements sometimes permit variables such as debate, journalism, drama, or speech to be substituted for a year's requirement of regular English. Laws of the States frequently provide for instruction in special subjects such as the nature and effect of alcoholic drinks and narcotics. These requirements may or may not be included as part of the State standards.

Specified and Suggested Curricula or Curriculum

Patterns 27 States

Besides the program of constants, some States specify a minimum number of units which must be offered. Many States make suggestions or recommendations about the electives or variables which schools should provide and the grade or grades in which each should be offered. Hill ²⁷ in 1929 found 21 States to have specific curricula set up for small high schools. Some other States, he reported, set up several suggested curricula, any one of which might be adopted by the local unit. The State publications used for the present study present a somewhat different picture.

5 have specified curricula (entirely or in part) for small high schools: Idaho, Mississippi, North Carolina, Oregon, Wyoming.

4 suggest programs for small high schools: Arizona, Kentucky, Nebraska, Oklahoma.

1 specifies the minimum curriculum for each class of school: Missouri.

3 suggest curricula for high schools of various sizes: Kansas, North Dakota, West Virginia.

1 lists required and elective subjects for differentiated curricula: Delaware.

7 have lists of suggested or recommended course offerings for each of the high-school years: Arizona, Kentucky, Mississippi, North Carolina, Ohio, Pennsylvania, South Carolina.

²⁷ Hill, op. cit., p. 22.

11 provide lists of high-school courses or programs of studies which they have approved and from which schools may or must choose the electives they will offer: Louisiana,* Maryland,* Minnesota,* Mississippi, Missouri, North Dakota, Oklahoma, South Carolina,* South Dakota,* Tennessee, Virginia.

4 require the high-school's program to be submitted for State approval and specify that no changes therein may be made without prior State approval: Maine, New Hampshire, New Jersey, Wisconsin.

*Deviations must be approved by the responsible State agency.

Meeting Pupil Needs Through the Instructional Program 24 States

In general, graduation from an accredited high school permits the student to enter any of the public institutions of higher learning in the State if courses for which he has received credit meet the college-entrance requirements. For this reason, all accredited high schools offer such courses. Realizing that college-preparatory subjects do not adequately meet the needs of many of the high-school pupils, accrediting agencies in half of the States suggest, recommend, or prescribe that needs of the community and the learner should determine the elective program of studies. Maryland State Department of Education says, "The school always has the responsibility of analyzing its offerings in terms of the needs of the pupils it serves and the needs of the community of which it is a part. . . . It is the definite responsibility of the school to provide a program of learning experiences that will stand each pupil in good stead, both for making a living and living a full and useful life."

Standard 15 (b) of the Colorado State Department of Education reads:

Adaptation of the curriculum to the needs of the pupils and community requires that the following activities be given careful consideration:

The collecting, recording, and study of data relating to the social, economic, and other environmental conditions of the local community; investigation and recording of the educational and vocational interests of high-school pupils; a followup study of graduates and other pupils who have left high school; and the development of a sound public relations program.

The State Accreditation Committee in Nebraska views the schools primarily as institutions of general education and so emphasizes the basic educational needs of all pupils, but gives attention also to provision of studies and activities to take care of individual differences and the needs of the community served by the school. It says further that the curriculum should be cooperatively planned, involving administrators, teachers, students, and community leaders. The school must be reasonably successful in holding its students until they are graduated.

Under the principle which reads, "There is a planned instructional program in operation that leads to discovering and meeting the needs of pupils", Texas provides 22 standards, 2 of which are stated as follows:

There is a systematic effort to determine the needs of the pupils and of the community based upon written information that has been collected by use of surveys, interviews, or other acceptable techniques.

The school is organized for instruction in keeping with the educational needs of its pupils.

Even in States in which the State board or State department exercises the greatest control over offerings of the schools, provision is made for exceptions. South Carolina's Committee on Standards welcomes suggestions for changes and will make recommendations for changes to the State board; in South Dakota, another such State, each community is encouraged to experiment with curriculum changes as adapted to local needs. States which restrict to some extent the freedom of the schools to offer what they like and to change when they like frequently explain that this restriction or supervision is in the interest of having some permanency in the program of studies and preventing its being modified merely because of change in administration or for other such reason.

Several States recommend or prescribe certain types of courses or kinds of instruction. Idaho requires that approximately 40 percent of the program of studies be given to subjects of a practical arts, vocational, or social developmental nature. In Indiana schools, each pupil must have access to at least one suitable practical arts curriculum; three curricula are required for high schools holding the continuous commission and four for first-class commissioned schools. Ohio requires home economics and industrial arts to be offered in all first-grade high schools. Minnesota says that the curriculum shall always provide for enrichment through the practical arts and for such electives as the size of the school and the number of teachers make possible. Wisconsin requires that every high school provide well-rounded programs in at least two of the practical arts fields. Florida prescribes types of experiences that must be provided in each of the major fields of the curriculum. Illustrative are the following excerpts:

Art experiences shall be developed in terms of the child's developmental level; they shall originate through his interests and needs in the classroom and the community.

A series of experiences in effective living shall be provided in grades 9-12 either through a special course [under Health] or through integrating with existing courses.

There shall be a definite program of social studies at all grade levels so planned as to provide experiences for a continuity in the development of pupil understanding of his opportunities, responsibilities, and obligations as a member of his home, of his community, and of the larger units of democratic living.

A program of mathematics stressing consumer buying, taxation, budgets, fractional relationships, and other practical problems, shall be made available in at least one of the grades 9-12.

Single or multiple curriculums.—In their policy statements Missouri, New Jersey, and West Virginia advocate the single curriculum, New Jersey saying that the evolution of the secondary school curriculum seems to be definitely in the direction of a single curriculum with a few constants and many variables. Virginia recommends that in awarding diplomas no differentiation be made on the basis of the type of course completed. On the other hand, several States make suggestions for course requirements in differentiated curriculums. Indiana requires four curricula for its first-class commissioned schools, and Delaware provides for diplomas in each of five different curriculums. Michigan requires its "2-year" schools to make a conscious effort to adapt the curriculum to the needs of the community by a variety of activities including the development of multiple curriculums. Louisiana suggests subjects for each year of six different curriculums and requires a State-approved high school to offer one or more of the curriculums. Most States, however, make no reference in their handbooks or manuals either to the single or multiple curriculums.

Correspondence Courses 23 States

While primarily thought of as a means of increasing the offerings of small high schools, supervised correspondence courses are frequently used by larger schools to broaden the curriculum. Twenty-two States authorize or recommend the use of supervised correspondence courses; one State specifically prohibits their use. Some stipulate that such courses must be obtained through an accredited institution of higher education within the State. Others permit a course to be supplied by any accredited institution of higher learning which offers approved correspondence courses.

At least 4 States—Mississippi, South Carolina, South Dakota, and Texas—limit the work for which credit may be allowed to two units. Kansas, Louisiana, and New Hampshire permit four such units. In some States the high-school supervisor must specifically approve any course which is taken by correspondence. West Virginia explicitly prohibits a school from allowing any pupil credit for work done by correspondence during his attendance at the school. Nebraska, on the other hand, requires the use of supervised correspondence study to the extent that the high-school program does not adequately provide for the recognized special needs of its pupils.

Several States include the stipulation that correspondence courses must be taken at school under the supervision of a teacher. Tennessee's standard reads, "No credit shall be allowed pupils for work done by correspondence, except when it has been established by examinations given under the jurisdiction of the principal." Alabama has the most to say in its standards about correspondence study courses, setting forth 10 con-

ditions which must be met by high schools wishing to allow credit for such courses.

Pupil Activities Program 20 States

States including a standard on the program of pupil activities, or extra-curricular activities as it is frequently referred to, prescribe or suggest a variety of objectives. For example, Indiana wants the activities to have their foundation in and help to motivate the curricular activities; Kansas and Wisconsin want them to contribute to the basic educational objectives; and Oklahoma, to the cardinal objectives of secondary education. On the other hand, Maryland emphasizes appeal to and value for the normal adolescent; Pennsylvania says they should meet the needs of the school and the community; and South Dakota expects them to provide experience for social participation and development of leadership among pupils and to stimulate participation by all pupils in school and community activities.

Degree of pupil participation is referred to in several of the standards. Minnesota urges every school to have a well-organized program of activities which will include every child, and to make a separate record of that child's participation and attainment. Nebraska requires all pupils to participate to a reasonable degree in the pupil activity program. The standard stresses the maintenance of a proper balance between the activities and other aspects of the school program. Oklahoma cautions against excesses of both over- and under-participation.

No State requires an activity period during the school day. Maryland in its guiding principles states that "the schedule should provide for an activity period, thereby recognizing the importance of and giving to the extracurricular program the dignity it deserves. The schedule should provide for a regular time and place for each activity during the regular school day."

That the program shall be carried on under the direct supervision of the school is a requirement frequently included. Virginia's standard on pupil activities stipulates this and is fairly inclusive of most of the points found in the statements of the various States:

Virginia.—An appropriate pupil activity program shall be carried on under the direct supervision of the schools.

The program of activities should be such as to meet the interest and needs of the pupils and so planned as to contribute effectively to the educational program.

A good activity program will provide each pupil with opportunities to develop leadership ability through participation in such school affairs as student councils, clubs, athletics, and the like, but more important the program will provide all pupils with opportunities to practice right attitudes, citizenship, and self-expression by means of well-balanced activities closely correlated with regular classroom experiences. The activity program should stimulate active participation of all pupils in appropriate school organization, while at the same time pupil participation in all activity should be strictly voluntary.

Guidance 30 States

A standard relating to the school's guidance program is included by 30 States. Some are lengthy and detailed prescriptions; some are a single paragraph itemizing minimum essentials for a guidance program in an approved school; a few merely state that guidance and counseling services will be considered in the approval of a school or that the school must have a definite and effective plan of pupil guidance. The following quotations are illustrative of the types of requirements found in the standards:

Montana.—All secondary schools, to receive accreditation, shall provide continuing guidance and counseling facilities for the pupils. Teachers employed for this procedure shall be required to have adequate preparation for such work. Adequate time shall be scheduled to allow teacher time for counseling.

Nebraska.—(Class A schools.)

1. An individual inventory is made for each pupil. . . .
2. The school carries on at least a minimum testing program. . . .
3. All staff members contribute significantly to various aspects of the guidance programs. Teachers are particularly aware of the guidance opportunities inherent in classroom situations and in extra-class activities.
4. A staff member with training in guidance, and with special competence in dealing with students and their problems, is in charge of the guidance program.
5. Part-time guidance directors in small schools devote a minimum of one period or one hour a day to guidance activities. . . .
8. Adequate counseling opportunities are arranged for all pupils. . . .
9. Provisions are made whereby the school works with the home and other agencies in guiding pupils.
11. The school shows a continuing interest in and makes periodic follow-up studies of graduates and drop-outs.
14. Provision is made for coordination between school and later vocational or education activities.

Pennsylvania.—The secondary school should have a guidance program including homeroom services, individual and group counseling, diagnosis of pupils, instruction about occupations, job placement, and followup services.

Oregon.—Every standard school should have a guidance program. . . . The guidance program should be implemented by having a faculty guidance committee, a designated guidance head, and assigned time for counseling.

SCHOOL PLANT, EQUIPMENT, AND SUPPLIES**School Plant** ²⁸ 39 States

Minimum prescriptions for the school plant by State accrediting agencies reflect in general the specifications of regional accrediting associations. In 39 States having such a standard, insurance of hygienic

²⁸ A detailed study of school plant requirements for accredited schools was reported by Haskell Proutt in 1933. See bibliography.

conditions for pupils and teachers is more universally found than any other requirement. One of the oldest of regional association requirements, adopted by the North Central Association in 1907, reads as follows:

The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, closets, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.²⁰

A similar item is carried in the 1953 standards of that association as well as in the current standards of the Southern Association and the Northwest Association. The Middle States Association standard reads that the school plant "should assure the health and safety of its occupants and be economical in operation and maintenance." In 1931 an item reading, "The school plant shall be adequate for the number of pupils enrolled and the program of studies offered," was added to the North Central's standards; and in 1938, a third item concerning safety was included.

Most of the State standards also stipulate provisions for safety, and a sizable number have the requirement for adequacy of the plant for the pupils enrolled and the educational program offered. Typical of these are the following:

Montana.—(a) The school grounds must be well-kept and neat in appearance. (b) The school plant and facilities must be adequate for the number of pupils enrolled and program of studies offered. (c) The lighting, heating, and ventilation of the building, lavatories and toilets, wardrobes, lockers and shower rooms, water supply, school furniture, location of the classrooms, shops and laboratories, and janitorial service must be such as to insure hygienic conditions for pupils and teachers. The lunchroom must meet State standards for food-handling establishments. (d) Provision must be made for the safeguarding of dangerous power machinery with which pupils come in contact. The proper steps for protecting pupils against injuries must be taken in laboratories, shops, gymnasiums, and other parts of the building or grounds where accidents are apt to occur. (e) A high school which has fewer than two recitation rooms, in addition to the study hall and library shall not be accredited.

South Dakota.—The school building and grounds shall be so located, constructed, and equipped as to meet the needs of the educational program and to safeguard the health and safety of the pupils.

In 1948 the North Central Association adopted its present criterion recognizing the need for flexible buildings to accommodate modern educational programs.

The school plant should be flexible, adequate in size, and so planned as to facilitate the offering of a modern program of secondary education that is suited to the needs and interests of the pupils and of the community . . . plans should contemplate meeting future as well as present needs. The building should be attractive and appropriate in design and should assure the safety and health of its occupants. The site should be large enough to provide ample playground space and should be attractively landscaped.

²⁰ Proceedings of the Twelfth Annual Meeting of the North Central Association of Colleges and Secondary Schools. Urbana, Ill., The Association, 1907. p. 56-57.

The Southern Association has a similar standard which reads,

The school grounds and buildings should facilitate an adequate educational program consistent with the school's purposes and the educational needs of its community . . . should provide for present activities, multiple use of rooms and floor space, and for anticipated expansion and services.

A few of the more recently revised State standards reflect this recognition by the regional accrediting associations:

Kentucky.—The school building shall be adequate to accommodate pupils, according to the organization of the school and the type of program offered. . . . The school grounds should provide for present needs and future development for both school and community needs. . . . Pupils, teachers, and patrons should be drawn into a continuous program of school beautification and improvement. . . .

Oregon.—The school building should be large enough to accommodate students and teachers in the type of organization maintained and program offered. It must be clean, comfortable, and attractive. The hygienic conditions must be such as to ensure the health of students and teaching personnel and meet the standards of the State board of health. Each room shall be designed and equipped to serve the specific purpose or purposes for which it is to be used. Provision should be made for flexibility and further expansion if needed.

South Carolina.—The school plant, consisting of the site, building, equipment, and services should meet the educational needs and safeguard the health and safety of its occupants. The building should be so designed as to allow flexibility of use, to aid the school to function in the light of its philosophy.

Nebraska.—[The last of 19 criteria on school plant and equipment reads:] School facilities are made available and are used by the community for many educational and recreational activities both for adults and young people.

Instructional Equipment and Supplies (including Laboratories)

39 States

Twenty-four of the 39 States have a standard covering instructional materials, or supplies, or equipment, and 33 include either a separate standard for laboratories or include laboratory facilities in the standard on instructional equipment and supplies.

Laboratory facilities as a standard for accreditation received consideration long before general instructional equipment and supplies. "That the laboratory and library facilities be adequate to the needs of instruction in the subjects taught" was one of the five original standards concerning the "organization, teaching force, equipment, general efficiency, etc., required of schools admitted to the general list of accredited schools" promulgated by a committee of the North Central Association in 1902. Laboratory and library facilities continued in a combined standard without further detail until 1931 when they were given separate treatment and the following statement appeared in the standards of the North Central Association:

Science Laboratories.—The laboratory facilities, the size of the laboratory, the equipment, instructional apparatus, materials, supplies, maps and charts, must be adequate to meet the needs of instruction for all those courses involving laboratory work.

In 1938 the laboratories standard disappeared as such, and laboratory facilities were included in the standard headed "Instructional Equipment and Supplies," which covered not only laboratories but was expanded to include materials and supplies for other classes. A paragraph covering "ample provision for the safekeeping, systematic arrangement, and care of all materials, supplies, and apparatus used in the instructional program" was added. The wording is substantially the same in 1954.

Typical of the diversity of references to laboratory facilities and instructional materials among the several States, and reflecting various transitional stages of the regional associations' requirements, are the following:

California.—Adequate classroom, library, and laboratory facilities are maintained for student use on property owned or leased by the school.

New York.—The library and apparatus facilities shall be such as to meet adequately the needs of instruction in the several subjects of the curriculum.

Kentucky.—Teaching Equipment. Adequate teaching equipment and supplies, including maps (geographical and historical) charts, globes, bulletin boards, and pictures, shall be provided in all courses offered. The laboratories and shops shall be provided with equipment as specified in the State Department lists of laboratory and shop supplies for high schools. Emphasis shall be placed on the effective use of this equipment.

Maine.—Laboratory. Equipment shall be sufficient to permit laboratory practice in groups of not more than two students for a major part of the experiments An annual expenditure equal to \$1 per pupil enrolled, but not less than \$75 for any school, is required. This requirement may be reduced as the equipment becomes adequate.

Maryland.—Equipment and Supplies. The quantity and quality of equipment and instructional materials shall be adequate to implement the purposes of the school. It is important that each room be equipped with the instructional materials and equipment necessary to provide the environment and working conditions appropriate to the work assigned to that room.

Each classroom shall be provided with the equipment necessary to make it a suitable laboratory for real learning experiences. Included in this equipment would be bookshelves or tables, proper seating, blackboards, bulletin boards, maps, and other appropriate equipment and supplies.

Equipment in laboratories, shops, and gymnasiums should be consistent with minimum recommendations of the State department of education for these areas.

Nebraska.—Instructional Materials. Suitable methods and techniques are employed for the most effective use of instructional materials and resources, both in the school and in the community. The school provides adequate and appropriate instructional materials, including audiovisual equipment and materials. It has a well-organized, long-term plan that insures the continuous replacement of out-of-date and otherwise inadequate instructional materials, and the procurement of the latest instructional tools.

Equipment. Science laboratories are adequately equipped in terms of the particular science courses offered and pupils enrolled [The same type of criterion is included for school shop(s), homemaking room(s), and gymnasium.]

LIBRARIES

37 States have a separate detailed standard for libraries or include them as major sections of standards covering school plant, instructional materials, and staff.

4 States (California, New Hampshire, New York, and Texas) make incidental mention of libraries in their standards.

According to a recent study,²⁰ 39 States have standards for school libraries; 5 other States—Alabama, Connecticut, Massachusetts, New Jersey, and New York—have set up recommendations for school libraries, leaving only 4 States without standards or recommendations. At the time the study was made, two of these States—Rhode Island and Vermont—were in the process of developing standards.

For accreditation of high schools, 41 States include at least a mention of libraries in their standards.

Criteria by which the effectiveness of school libraries is judged relate to *size and location of the room, equipment, minimum number of volumes, other materials* which should be available, *minimum annual appropriation* for replenishing books and library materials, *organization, program* of library service, and *personnel*. The criteria in use in any one State may include as few as two of the items; in most instances they include six or more.

Standards of 32 States refer to the size of the library. General terms, such as "adequate and easily accessible," may be used, or there may be a more specific requirement, such as "large enough to seat the largest class section" or "adequate to seat 15 percent (or 10 or 20) of the enrollment." New Hampshire, North Dakota, Ohio, Oregon, South Carolina, and Washington permit a classroom or one end of a study hall to be used as a library. Nebraska specified "one or more central libraries in each school system with classroom libraries in addition." A number of States require a workroom with running water and space for storage to be a part of the library's quarters.

Approximately half of the 37 States stipulate that the library shall include such standard equipment as shelving for books, comfortable tables and chairs, filing and display cases, magazine cases, and bulletin boards. Two-thirds of them list the kind of *materials* that should be included, such as periodicals, reference books, and audiovisual materials, in a few cases specifying the minimum number of each which is acceptable.

The influence of the quantitative standards used by regional associations in their first years of according special recognition to the library is seen in the two items relating to the *minimum number of books* and the *minimum appropriation* per year per pupil for materials. Twenty States specify the number of volumes per pupil, or in some cases, the minimum

²⁰ Bonst, Nora. *School Library Standards*, 1954. Washington, U. S. Government Printing Office, 1954. (Office of Education Bulletin 1954, No. 15.)

number of volumes which are acceptable. Illustrative is Colorado's provision:

For schools with 300 or more pupils enrolled, the library should provide 5 useful volumes per pupil; 150-300 pupils, 7 to 5 useful volumes per pupil or from 1,000 to 1,500 volumes as the number of pupils approaches 300; 50-150 pupils enrolled, 10 to 7 useful volumes per pupil or from 500 to 1,000 useful volumes as the number of pupils approaches 150; less than 50 pupils, 500 useful volumes.

Thirty States require a minimum appropriation per pupil per year, or in some instances a flat sum. Typical of the varying requirements are the following: Maine provides that "the annual expenditure for the library shall be \$1.50 per pupil enrolled, but not less than \$75 for any school." Indiana requires a minimum of 75 cents per pupil in a certified school; \$1 in a continuous-commissioned school; \$1.25 in a first-class commissioned school; and \$1.75 in a special first-class commissioned school. North Carolina requires 50 cents per pupil, but recommends \$1.50 to \$2. Nebraska permits a minimum annual appropriation in each high school of \$200; it sets as a guide \$1 per pupil in class A schools enrolling fewer than 500 pupils and 75 cents in larger schools.

Organization requirements are part of the library standards of 27 of the 37 States. "The books should be classified by the Dewey decimal system; there should be an accession record, a card catalog, and a charging system in operation," is a frequently recurring item. Library program requirements occur less frequently; fewer than half of the 35 States use this criterion for evaluative purposes. When program requirements are formulated, most often included is that for instruction in use of the library. Much less frequently found are statements emphasizing the services the library should render in improving the total instructional program, such as those included by Kentucky and Maryland:

Kentucky

Carefully planned use of pupil assistants to contribute maximum benefit to the individual child.

Visits to classrooms to ascertain pupil-teacher needs and ways library can serve them.

Materials available to classrooms to meet changing needs.

Periodic statements to the administration, in terms of the objectives of the school, of the library's accomplishments and needs.

Attention to needs of exceptional children.

Material which provides up-to-the-minute information.

Periodic information to pupils, teachers, and administrators concerning available materials.

Purposeful use of the library by class groups.

Library open for use for whatever time beyond the school day and term necessary to serve community needs.

Maryland

The librarian should serve as a member of the curriculum-planning committee; hold frequent conferences with principals, supervisors, and teachers; meet with teacher-planning groups; and be an active participant in any faculty study group for the purpose of keeping in touch with the school program and guiding in the selection and use of materials.

The librarian should understand the opportunities a program of properly supervised pupil assistants provides for both the school and the pupil.

The library should be available to all classes, teachers, and pupils during the school day and for a reasonable time before and after school.

Items relating to *personnel* for staffing the library are almost always included in the standards and usually stipulate (1) the amount of time that must be devoted to the library by a teacher librarian, (2) when a full-time librarian must be employed, and (3) the amount of library training required of a teacher-librarian. Each of these is usually relative to the size of the school. Illustrative are these items from the Kansas standards:

In schools enrolling 500 pupils, the high-school library shall be under the direction of a high-school librarian, one who is adequately trained in all phases of the work.

Schools not employing a full-time librarian should assign the responsibility to a teacher-librarian who is a member of the teaching staff and has completed 8 college hours in library science. The teacher-librarian should devote one to three hours daily (depending upon the size of the school) to the administration of the library and to the direction of the library service.

Trends in State High-School Standardization

1. *Items for which comparative data are available show little change in frequency of occurrence over a 25-year period.*

Table 6.—Comparison of number of States including certain accreditation standards in 1929 and in 1954

Standard	1929 ¹	1954 ²
Units required for graduation	44	43
Length of school year	44	42
Minimum length of period	44	40
Minimum number of teachers	42	35
Minimum number of pupils	14	17
Teaching load	33	34
Pupil load	33	31
The teacher: Training or certificate held	46	40
Supervision by principal	14	18
Records and reports	35	36
Laboratories	42	33
Library	42	41

¹ Study by Henry Hill, entitled "State High-School Standardization," which reported upon 47 States. University of Kentucky. College of Education. Bulletin of the Bureau of School Service, vol. 2, No. 3, March 1930. 96 p.

² Based on the standards of 44 States.

Of the 12 items included, only 6 show a difference in 1929 and 1954 of more than 2 States. The most notable are in the item covering number of teachers required for a high school, a requirement formerly incorporated in the standards of 42 States and now of but 35, and in the inclusion of a standard on laboratories, reduced from 42 States to 33. There is some decrease in the number of States referring to preparation of the teacher, due perhaps to the tendency of States to employ their certification requirements as their standard. The increase in the number of States inserting a requirement covering the minimum number of pupils is interesting in light of the reverse trend with regard to the minimum number of teachers. Although supervision by the principal as a standard has been included by some States for many years, the increase by four in the States now using it may be in line with the increased emphasis noticeable in the standards on improvement of the instructional program.

It should be noted that while most States include in their standards the statutory requirements making up the minimum program, a few do not. If these requirements were added, several of the quantitative items in the 1954 column would be increased by one or more.

2. *Items of a quantitative nature, for which earlier comparable data were available, reveal only slight changes in the quantities expressed over 25- and 36-year periods.*

Table 7.—Comparison of some 1954 standards for accreditation with similar items reported in 1918¹ and in 1929²

Standard	1918			1929			1954		
	Low	Mode	High	Low	Mode	High	Low	Mode	High
1	2	3	4	5	6	7	8	9	10
Length of term in days.....	160	180	190	160 ³	180	190	153	170-175	180
Length of period in minutes.....	30	40	40	40	40	45	40	40-45	60
Teacher load: periods per day.....	6	6	7	5	6	7	5	6	7
Minimum number of teachers.....	2	3	5	2	3	5	2	3	7
Units required for graduation.....	14	15	20	14½	16	16½	15	16	20
Units of required subjects.....	4	8-10	13				3	6-8	11

¹Manahan, John L. *State Classification and Standardization of High Schools*. Master's thesis, 1918. Cambridge, Mass., Harvard University. 243 p.

²Hill, Henry H. *State High School Standardization*. University of Kentucky, College of Education. Bulletin of the Bureau of School Service, vol. 2, No. 3, March 1930. 96 p.

One noticeable change is in the tendency to increase the length of the period. Delaware was reported in the 1918 study to allow a minimum of 30 minutes, but no State required a minimum of more than 40. By 1929, 1 State, South Carolina, had raised the minimum to 45 minutes. In 1954, 4 States required a minimum of 55 to 60 minutes in all schools; and Delaware, which does not prescribe a minimum, strongly recommended a minimum of 50 minutes.

The gradual increase in the number of units required for graduation and the lowering of the number of units of required subjects, thus allowing the pupil many more electives, are in line with the general trend of adapting the curriculum to the individual needs of the pupil. According to the 1918 study, only 2 States—Delaware and Indiana—required more than 15 units for graduation. In 1954, only 3 States—Arizona, Massachusetts, and New Jersey—permit fewer than 16, and 6 have set higher minimums.

3. *There seems to be a slight trend away from standardization.*

In 1929, Hill² found 47 of the 48 States to have standards. In 1954 the number having formal statements of standards is reduced to 44. Two of the 44, Nevada and Wisconsin, have standards only in the sense that they have compiled requirements which all schools must meet to receive State funds. A comment from Nevada is pertinent:

Approved schools in Nevada are ones that maintain certain standards in order to participate in the distribution of State monies. . . . Whether more rules and regulations and greater standardization would greatly improve our schools may be a moot question.

² Hill, *op cit.*

Two States report a trend allowing more experimentation or initiative at the local level:

Connecticut.—Last year the Legislature took away the power of the State board to approve school buildings and school programs. The trend seems to be to further throw the responsibility onto the local community, with the State encouraging the best practices but never setting them down as specific requirements. . . . In other words, regulatory responsibilities are going down and consultation services are going up.

Kansas.—The most significant trend is away from rigid requirements and standardization. There is more encouragement for local experimentation under locally controlled, cooperative planning. Evaluation is held to be an essential part of experimentation.

Maryland and New Jersey representatives report that there is no increase in quantitative standards or trend toward further standardization. On the other hand, the Missouri representative believes that while the trend has been away from standardization, there is the beginning of a "leaning toward more specific items of measurement. In other words, lay people and school people appear to be beginning to want to know how their schools 'stack up' regarding some very definite and specific measurement items."

4. *Standards are broader and more flexible and stress qualitative factors and self-evaluation.*

Several State Department of Education representatives in answer to the question "What do you consider the most significant trends in standardization in your State?" expressed this view.

Maryland.—In the last 10 years great stress has been placed on qualitative standards and efforts have been made to find or develop effective ways of evaluating qualitatively.

Minnesota.—A 1953 Minnesota statute defines a secondary school as one with building, equipment, courses of study, class schedules, enrollment, and staff meeting the standards established by the State board of education. As a result of this limitation, the number of standards will be fewer, and presumably, broader, and more flexible.

To provide incentives beyond a minimum standard program, the State department of education is developing a self-survey form or manual for the evaluation by local schools of both the quantity and the quality of the instructional program and instructional services.

North Dakota.—Judging a school more on its total pattern and quality of program.

Texas.—The Texas plan seems unusual in that we contemplate a set of principles and standards that are stated in rather general terms, and place little emphasis upon objective and concrete data in our statement of standards. We do this as we intend to urge that every accredited school develop a program of continual self-evaluation in the light of the principles and standards of accreditation, and that every accredited school will, each year develop a plan for improving those areas that it considers to be weak.

5. *There is emphasis in the standards on provisions for an improved instructional program for all pupils.*

Such items as relating the program to the needs of the community and to the individual pupil, guidance, pupil activities program, and in-service education of teachers are indicative of this trend. Also, several State department of education representatives reported that the most significant trends in standardization in their States were directed to such instructional improvement programs:

Colorado.—Upgrading of teachers, librarians and administrators; more informative records on pupils; better coordination of subjects on same grade level and between grades in same subject; improved facilities.

Indiana.—Emphasis on larger school sites, classrooms, and special area rooms, with participation of professional school people in the planning of new school buildings. Developing definite organizations governing audio-visual education programs. Developing a complete program for teaching of vocational agriculture. Homemaking for all girls as part of their general education program and opportunity for boys in the area of family living. A movement toward an eclectic school of counseling and toward guidance personnel workers and away from a concept of deans of men and women.

Oregon.—Upgrading preparation of teachers; spelling out standards in more detail for the junior high schools; strengthening the role of the administrator in the small district.

South Carolina.—An effort to strengthen the high school program by adding requirements for graduation; one other unit in social studies, or in mathematics, and one in science—additional to the three already required in English and one in American history.

Virginia.—When the standards of accreditation were revised, a standard of minimum enrollment was omitted and a standard was included for the first time on scope of offering . . . which attempts to assure a minimum program from which pupils may select their courses regardless of size of school.

West Virginia.—(1) Guidance and counseling activities; (2) curricularizing the extra-curricular activities with credit given; (3) replacing the multiple curriculum with the single curriculum.

6. *State accrediting agencies are emphasizing a leadership rather than an inspectorial role.*

One indication of this trend is the fact that many State accrediting agencies do not have any prescribed time in which visits to schools must be made, although schools in their States are approved on an annual basis; such approval is given on the strength of the schools' annual reports. In some States visits are made only to those schools whose reports show they do not meet standards and then for the purpose of helping them. Representatives of State agencies replying to the question of the most significant trend in accreditation in their States have pointed to their leadership role:

Michigan.—We are sold completely on the service concept of accreditation. . . . In a recent meeting with representatives of Michigan schools, many superintend-

ents said that accrediting is a service to them. In our new policies, we are going to list it as a service along with pre-school institutes, in-service training classes, consultants, etc.

North Dakota.—Assisting schools rather than telling them what to do.

South Carolina.—Realization on the part of high schools that standards are for the protection and improvement of high schools, with the result that there is a more cooperative effort to meet standards.

Texas.—The State department of education will develop a series of leadership bulletins in which we will expand the ideas presented in the basic principles and standards. These leadership bulletins will not be regulatory, but will be closely connected to the regulatory statements. We plan these bulletins so as to expand the ideas in the standards and give suggestions for schools that wish to improve in one of the particular areas covered in the standards. Of course, the State department of education will continue to visit schools that are failing to meet standards, and will use these statements of principles and standards as a guide in recommending continued accreditation or removal of accreditation from particular school districts.

Virginia.—A great deal of time is given to the matter of applying the standards of accreditation. A number of the schools are visited by members of the staff each year and particularly certain schools which seem to be having the greatest difficulty in meeting the standards.

In a recent survey made by the Bureau of School Services of the University of Michigan, 96 percent of the schools replying said that the accrediting process was important to them. Fifty-two percent believe that accrediting has affected local curriculum development programs. They say that it has enlarged curriculum offerings, encouraged curriculum planning and study, and improved library services. Schools which felt some change to be desirable in the way accrediting is currently functioning (31 percent) suggested there be more frequent visits; that visitors be acquainted with aims and objectives of secondary education and come earlier in the year so the faculty can evaluate suggestions; that there be more frequent visits by teams to see all curriculum areas; and that junior high and elementary school be accredited as well as high school.

7. State accrediting agencies are tending to accredit all levels of the public-school system and there is the added tendency for standards for elementary, junior high, and high school to be integrated.

Eleven States have integrated or partially integrated standards for the several educational levels. Sixteen States have formulated standards on the basis of the 6-year high school. Thirty-eight States have standards for or have reported that they use adaptations of other standards to accredit or approve junior high schools, and 24 States accredit or approve elementary schools.

Summary

1. The State department (or State board) of education is the accrediting agency in 40 of the 48 States; the State department has varying amounts of responsibility in 6 of the States; and in 2 others, accrediting is by the State university.
2. "Accredit" is the term most often used by the State agencies to denote schools which are meeting standards; "approved" is used by a third of the States; and "recognized," "registered," "commissioned," "standardized," and "classified" are used by 1 to 3 States each. There is no agreement among State agencies as to the most appropriate term, although a number of them feel that "accredit" should signify that the school does more than meet the minimum standards required for approval.
3. Approximately a third of the States provide two or three differing sets of standards and classify their 4-year high schools according to the level of standards the schools have attained. This is more than twice the number reported in 1934 in the Office of Education's bulletin on accredited secondary schools.
4. Classification is used as an incentive to schools to continue to improve their educational programs and services. A method followed by States having only one set of standards, but one which works in reverse, is that of advising and warning schools failing to meet one or more standards before removing them from the accredited list or closing the school, whichever is the policy of the State. Many States use this latter method, nine of them reporting separate categories of advised and warned schools.
5. Forty-four of the 48 States have formally compiled and published (printed or mimeographed) statements of standards. Four States have reported they do not have such, although two of them reported by letter a number of standards or requirements which schools must meet to be approved. The 44 statements differ markedly. On the one hand, there are the few very brief and frequently rather general items of California, Massachusetts, and New York, and on the other hand the 20 to 100 pages of standards and their detailed explanations by such States as Oklahoma, Minnesota, and North Carolina.
6. While most States set up their standards on the basis of the 8-4 organization, 11 of them have completely or partially integrated standards for grades K-12 or 1-12; 16 have standards for grades 7-12 or 8-12; and 11 have separate standards for the junior high school.
7. The method of accrediting does not differ materially among the States. After initial rating of a school, subsequent accreditation is very largely on the basis of the annual report required in nearly all States.

In general, there is no required time within which schools must be visited; State department staffs visit "as often as possible" or "attempt every 2 years," and in a few States a staff member makes an annual visit.

8. While standards usually include legislative mandates covering such quantitative items as length of the school year and school day, in some instances they do not. Also, there are considerations of a more qualitative nature, arrived at through professional development and consensus, that are not always written down.

9. The frequency of the recurrence of 34 most common standards among the 44 States is as follows:

<i>Number of States</i>	<i>Standard</i>	<i>Number of States</i>	<i>Standard</i>
43	Units required for graduation.	23	Pupil-teacher ratio.
42	Minimum length of the school year.	23	Correspondence courses.
41	Libraries.	20	Admission of pupils.
40	Length of class period.	20	Pupil activities program.
40	Preparation of teachers.	19	Length of the school day.
39	School plant.	18	Supervision by the principal.
39	Instructional equipment and supplies.	17	Minimum number of pupils.
36	Keeping of records and reports.	16	Rating of supporting elementary schools.
36	Subjects required for graduation.	15	Class size.
35	Minimum number of teachers.	15	Stability of staff.
34	Maximum teaching load.	13	Nonprofessional personnel.
31	Pupil load.	10	Financial support by the community.
30	Guidance.	10	Philosophy and objectives.
29	Qualifications of the principal.	10	Military service credit and high-school equivalency certificate.
27	Specified and suggested curricula.	9	School-community relations.
24	School morale.	9	Promotion, marks, or grades.
24	Meeting pupil needs through the instructional program.	8	In-service education and professional growth.

10. The quantitative standards which have been in existence since the early part of the century continue to exist to about the same extent they did 25 years ago and with only small changes in the requirements.

11. Notable changes in degree in quantitative standards are (1) tendency to increase the number of units required for graduation, (2) general lowering of number of required courses pupils must take to be graduated, (3) increase in the prescribed minimum length of period in several States.

12. Most standards relating to the school staff follow certification requirements. A few States permit or require a different number of semester hours of preparation in subjects taught than are required for certification to teach the subjects.

13. The 36 States having a standard on subjects required of all pupils usually have set the requirement at from 6-8 Carnegie units; the range being from 3 to 11.

14. Laboratories, one of the oldest of standards, is now so amplified that many States have provided lists of equipment and supplies that such facilities must contain. The laboratory may not always be a separate standard; frequently it is a part of the standard on instructional equipment and supplies.

15. Library standards are usually spelled out in considerable detail, only 4 States requiring simply that the library be "adequate."

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MCVEY, WILLIAM E. Standards for the Accreditation of Secondary Schools. Doctor's thesis, 1942. Chicago, University of Chicago. 216 p.

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MANAHAN, JOHN L. State Classification and Standardization of High Schools. Master's thesis, 1918. Cambridge, Mass., Harvard University. 243 p. ms.

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PRUETT, HASKELL. School Plant Requirements for Standardized Elementary and Accredited High Schools. Doctor's thesis, 1933. Nashville, Tenn., George Peabody College for Teachers, 1934. 202 p.

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TROXEL, OLIVER L. State Control of Secondary Education. Baltimore, Warwick and York, Inc., 1928. 232 p.

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Studies procedures of accreditation and standards used by both State accrediting agencies and regional associations and describes educational conditions in Missouri relating to classification and accreditation, preliminary to the formulation of a plan of reclassifying and accrediting the public secondary schools of that State.

Appendix 1

Documents Used in the Development of This Study

ALABAMA.....	Accreditation Standards for Secondary Schools in Alabama. Bulletin No. 10. 47 p.	1954
ARIZONA.....	High-School Bulletin. A Handbook of Information, Regulations, Standards, and Recommendations for Arizona High Schools. 86 p.	1953
ARKANSAS.....	Policies, Regulations, and Criteria for Accrediting Secondary Schools. 31 p.	1947
CALIFORNIA.....	Accredited Public and Private Secondary Schools in California. 16 p. (including list of schools).	1954
COLORADO.....	Standards, Regulations, and Recommendations for Accrediting Secondary Schools by the State Department of Education. 15 p.	1952
DELAWARE.....	Handbook for Secondary Schools. 54 p.....	1953
FLORIDA.....	Standards for Accreditation of Florida Schools. 45 p. mimeo.	1954
GEORGIA.....	Official Bulletin, Georgia Accrediting Commission. 42 p. (including list of schools).	1953-54
IDAHO.....	High-School Accreditation Procedures and High-School Standards. 8 p. mimeo.	1950
ILLINOIS.....	The Recognition and Accrediting of Illinois Secondary Schools. 82 p.	1940
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KENTUCKY.....	Accrediting Standards of the Kentucky State Board of Education. 9 p. mimeo.	1954
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MISSISSIPPI.....	Standards for Accrediting Public and Private Elementary and Secondary Schools in Mississippi. 38 p. mimeo.	1953-54
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NORTH CAROLINA..	Handbook for Elementary and Secondary Schools. 291 p.	1953
NORTH DAKOTA...	Administrators' Handbook for North Dakota High Schools. 183 p.	1953
OHIO.....	High-School Standards. Administration. 111 p.....	1947
OKLAHOMA.....	Annual High-School Bulletin. 83 p. (including list of schools).	1952
OREGON.....	Standards for Public Secondary Schools in Oregon. 20 p.	1951
PENNSYLVANIA....	Secondary School Manual for Pennsylvania. 83 p....	1950
SOUTH CAROLINA..	Standards for Accredited High Schools of South Carolina. 48 p.	1952
SOUTH DAKOTA...	Secondary School Standards. A Handbook of Policies, Minimum Standards and Regulations for Accreditation of Secondary Schools. 52 p.	1954
TENNESSEE.....	Rules and Regulations. 106 p.....	1953
TEXAS.....	Principles and Standards for Accrediting Elementary and Secondary Schools. 10 p. mimeo.	1954
VERMONT.....	High-School Standards. 3 p. mimeo.....	1954
VIRGINIA.....	Standards for the Accrediting of Secondary Schools. 24 p.	1950
WASHINGTON.....	State Board of Education Standards for High-School Accreditation. 3 p. mimeo.	1954
WEST VIRGINIA...	Secondary Schools. Standards for Classification and Manual on Organization and Administration. 40 p.	1951
WISCONSIN.....	Mimeographed statement of standards for basic and integrated districts. 11 p.	1951
WYOMING.....	High-School Standards for Wyoming. 32 p.....	1932

Appendix 2

State Personnel Who Provided Information for This Study

ALABAMA.....	Geddes Self, formerly Director of the Division of Secondary Education; and Frank N. Philpot, Acting Director of that Division in the Alabama State Department of Education, Montgomery.
ARIZONA.....	R. A. Crowell, High-School Visitor, University of Arizona, Tucson; and W. Fred Miller, Director of Certification, State Department of Public Instruction, Phoenix.
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COLORADO.....	George F. Walters, Director of Accreditation, State Department of Education, Denver.
CONNECTICUT.....	Paul D. Collier, Chief, Bureau of Youth Services, State Department of Education, Hartford.
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